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ABSTRACT

Designed as a starting point for anyone interested in home-based programs, this packet provides resources and basic information for program development and describes in particular the Child Development Associate (CDA) Program, a national effort embodying a new concept of training, assessing, and credentialing child care staff. Brief background information about home-based programs and their relationship to CDA and CDA credentials is provided in section one. Section two provides training basics for home-based programs, including discussion of the key elements underlying success, planning and organizing home visit activities, choosing the right person for a home visitor position, qualities of the home visitor, and home visitor observation and assessment. A list of seven home start training centers is given in section three, along with a list of publications available from each. Section four presents an annotated bibliography of publications relating to home-based programs, including descriptions of programs for handicapped children, children ages 3 through 5, bilingual students, infants and toddlers, and combination groups; resources on working with adults; curriculum materials; and information on using the ERIC system. (MP)

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HOME BASED INFORMATION PACKET

This packet is designed to provide resources and basic information on home based programs and to outline their relationship to the CDA program. Although not a prescriptive guide or training manual, the packet should serve as a starting point for anyone interested in home based program.

Four sections are included in the packet:

- Background Information on CDA and the Home Visitor Credential
- Training Basics
- Resource Centers
- Bibliography

A draft of Home Visitor Competencies prepared by the CDA National Credentialing Program, Bank St. College of Education is appended.

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*This article was written by Elaine Biech
**This article was written by Craig R. Loftin

Background Information on CDA and the

Home Visitor Credential

HOME BASED PROGRAMS AND CDA

Background Information on the CDA Program

The Child Development Associate (CDA) program is a national effort embodying a new concept of training, assessing and credentialing child care staff. The program was initiated in 1971 by the Head Start Bureau, Administration for Children, Youth, and Families (ACYF), to create a new category of professional child care workers. The basic goal of the CDA program is to upgrade the quality of Head Start, day care, and other child development programs by increasing the skills and knowledge of classroom staff.

CDA training is based on the six Competencies and 13 Functional Areas developed by a task force of specialists in Child Development and Early Childhood Education working in conjunction with the ACYF staff. The credential is awarded to those individuals who demonstrate competence in all of the Functional Areas.

CDA training is unique in several ways: (1) training is competency based and individualized according to the trainees' strengths and weaknesses; (2) half of the training time must be spent in field experiences which are integrated with academic work; and (3) training is flexibly scheduled and some college credit is usually given.

The CDA Credential

The CDA program was originally developed to provide a set of standards based on demonstrated competence for people working with young children, ages 3-5, in a center based group setting. One of the present goals of the CDA program is to extend the credential system to include those who care for children of a broader age span and in settings other than centers. Included in this effort to extend the scope of the CDA competencies are family day care providers, home visitors, and caregivers working with infants and special needs children.

Several events have occurred since the CDA credential was first awarded that have hastened its extension. One such event was the growth of the Home Start program. This program, which operated from 1972 through 1975 as a Head Start demonstration program, has officially been incorporated into the Head Start program as an alternative service to young children and their families. The existence of Home Start as an option for Head Start makes expansion of the CDA credential even more important. Since Home Start has officially been incorporated into the Head Start program as an option to Head Start, the need for credentialing qualified home visitors now exists.

Home Visitor Competencies

The CDA National Credentialing Program has developed a draft of Home Visitor Competencies to be reviewed by individuals already involved in home based programs and by a technical review panel. After further review and approval by ACYF, these competencies will be field tested at various sites.

An investigation of the existing CDA system, conducted by the National Credentialing Program, revealed that there are a set of core competencies shared by all who are working with young children, yet there are distinctive characteristics required by each specific role.

The Home Visitor credential is similar to the Center Based CDA credential; however, the Home Visitor credential places emphasis on the unique role of the home visitor in aiding the parent. Home visitors must not only help develop children's social, emotional, and physical growth, but they must also help parents develop these skills to promote their children's growth. This role requires the home visitor to be aware of teaching techniques for working with adults in addition to being familiar with the child development concepts that all CDA candidates must possess.

Certain differences also exist between the home and center settings. For example, "Competency 1: Establishing and Maintaining a Safe and Healthy Learning Environment," applies to all settings; however, the home visitor cannot physically rearrange furniture in another person's home to make the setting safe. The teacher's task in this case is to help parents become aware of safety standards in the home.

Training Basics

Home Based: What's It All About?

The Home Visit: What Is It?

Organizing a Caseload

Hiring Home Visitors

CDA Personal Capacities

Home Visitor Qualities

Home Visitor Observation and Assessment Scale

HOME-BASED: WHAT'S IT ALL ABOUT?

Head Start provides several options to choose from when serving children and families. Programs need to review these options and decide on the combination that best meets the needs of their local population. Home-Based is one of these options.

Programs should recognize the strengths that the Home-Based model has to offer and take advantage of them to build an effective, efficient program. One of the most important advantages is that a program can be easily individualized to meet the needs of each child and family. Building on the strengths of each family ensures that their needs will be assessed and met in a more expedient way and that they will gain new skills more quickly. Since the learning occurs in the home, the family's natural environment, it is more likely that newly acquired skills will become a part of the daily routine. Home-Based programs also have the advantage of direct parent involvement. Parents who are directly involved in the planning and execution of all activities are more likely to use daily activities and interactions as learning opportunities.

The success of a Home-Based program is largely dependent upon the quality of the program. The presence of a number of key elements helps to determine the potential for success.

1. Home visitors on a 40 hour work week should have caseloads of nine to twelve families. Programs whose home visitors serve less than nine families are not cost effective. However, it has been shown that children's gains drop significantly if a home visitor serves more than twelve families.

2. Weekly home visits should be made with each family. The home visits should last from 90-120 minutes and should focus on the parents. This means that the home visitor will work through the parent to teach the child. The parent will be involved in planning and carrying out all activities.

3. The home visits should be preplanned by the parent and home visitor. Activities should be individualized and developmentally appropriate for each child. There should be a balance of structured, informal and parent education activities. Written plans should be left for the parent to work on between visits.

4. There must be a minimum of one group experience each month to provide socialization experiences for the child. Parents should be encouraged to volunteer with these monthly meetings.

5. Home visitors should have 20% of their time available for staffing and planning. Half of this time should be set aside for a weekly staff meeting to discuss problems directly related to the home visits. Home visitors serve families four days each week when they are isolated from daily contact with the remainder of the staff. They need this time to share concerns and successes. The second half of the day should be used by the home visitor for planning, reporting and consultations.

6. Each program must develop a record keeping system to monitor the family's progress and to demonstrate accountability and compliance. These records should include a list of activities presented, skills accomplished, expressed family needs, home visits completed, etc.

7. On-going supervision is an integral part of the Home-Based program. This process should include in-home observations, record monitoring and constructive feedback through individual conferences. The home-based supervisor can ensure that each home visitor reaches his/her maximum potential through an individualized supervision/ training plan.

Home-based is a significant option within Head Start. Evaluations of center and home-based programs conclude that both are equally effective in serving Head Start families. Certain key elements must be present to ensure the success of a home-based program. Does your program meet these minimum pre-requisites?

THE HOME VISIT: WHAT IS IT?

Home visits are the backbone of a Home-Based program. Although the weekly home visits are only 90-120 minutes long, they provide the essence of a week's attendance in a classroom for the child. The goal of Head Start is to create a "comprehensive, interdisciplinary program to foster development and remedy problems" in education, health, nutrition and social services through family and community involvement. This program must be individualized and developed to maximize the stengths of each child and family. How can you accomplish all that in 90 minutes? You can't. But you can teach the parents to work with their children and carry out goals you and the parents have developed for the child and family.

It's obvious you must be organized and have your home visit well planned to cover the tremendous amount of information that must be provided during each home visit. You will find that your time will be utilized most efficiently if you have planned the sequence of activities. In addition, parents like to know what to expect and will feel more comfortable if you follow the same sequence each week. You should not feel hampered by this structure since flexibility and individualization can be built into the basic organization. Lack of structure can create frustration and the inability to complete all planned activities due to insufficient time.

The home visit can be organized into three kinds of activities. Structured activities are written activities planned to teach the target child new skills in all developmental and component areas. Parents use the written plan to teach the skills daily when the home visitor is not present. Informal activities include all family members present. Their purpose is to have the target child review or generalize recently learned skills or to determine readiness for a new skill. Informal activities may also include art, science, music or component information on the child's level. Parent Education activities give parents information in all component areas, share program information and involve parents in planning for future home visits. They are developed to meet the expressed needs of the family.

When planning activities for each of the three parts of a home visit you should keep two things in mind. First, the parent should be actively involved in planning and implementing all home visit activities. Parents are a child's first and potentially the best teacher he will ever have. It is your responsibility to help each parent reach his or her maximum teaching potential. The second item you should remember in planning is that all the Head Start components should be included for a well balanced program for each child. The Head Start Performance Standards make it quite clear what areas must be covered. Keeping good records demonstrates accountability and compliance. Let's look at each part of the home visit:

Structured Activities

Structured activities have a two-fold purpose. First the child learns specific skills to meet objectives determined by you and the parent. Second, the parent learns to teach the child. This means that it is imperative to choose appropriate skills. The assessment of the child should provide you with a starting point. Choose the child's strongest developmental area to work in first. You will be increasing the chances that the child will be successful with the first activities you choose. To pinpoint a specific skill in the area you will want to consider whether the skill is functional for the child, whether it is an emerging skill, whether the child and parent are interested in the skill and how much time will be required daily to teach the skill. Only skills which will be accomplished in one week should be chosen.

Home visitors can ensure that the activities will be accomplished in one week by presenting the activity and having the parent model it during the first part of the home visit. Make any adjustments of the activity if you observe that it is too easy or too difficult for the child.

Informal Activities

Despite the name, the second part of the home visit is equally as important as the first. You should plan to observe three to five skills during this time, though you may plan as few as two or three activities. Try to combine skills in one activity. For example, you may want to have the parent read a book about fire safety to the child but may also use the book to review colors the child learned two weeks ago and to check whether the child is ready to begin working on counting to ten. Be sure the entire family is involved in these activities and that the child is permitted to take the lead. The ultimate goal of informal activities should be that the child and parent learn how daily routines can become learning experiences.

Parent Education Activities

The third part of the home visit should be reserved for the parent. You may need to plan an activity to keep the children occupied during this time. This part of the visit can be utilized to present information related to each component area and to review the structured activities presented during the first part of the home visit. Give the parent reinforcement as well as corrective feedback. You will also use this time to involve the parent in planning for the next home visit. This is also the time to deal with specific family needs and concerns. Be sure to individualize for each family building upon its strengths, skills and experience. As you work out a solution with the parents, encourage them to be independent. Provide the minimum amount of assistance needed so that parents may reach their own solutions.

As you begin planning for each home visit remember that following a structure helps to organize the home visit to allow enough time for all activities. Each section, structured, informal and parent education activities,

will last about 30 minutes. Remember too, that although you have spent a great deal of time planning a perfect home visit, things can happen that are out of your control. BE FLEXIBLE! Flexibility is a key requirement for a home visitor. Last but most important, remember that the focus of the home visit should be the parent. The only way to effectively reach a child in the home-based option is through the parent. Give the parent all the skills you have working with children and your home visit will be a success.

ORGANIZING A CASELOAD

"Help! How does a home visitor keep her sanity?" Organization is the key. Let's look at several factors that can work for you.

Supplies

Your agency will provide most supplies that you will need to complete home visits. They may not, however, provide you with a large tote bag - a home visitor necessity. Choose one that is made of sturdy canvas, has reinforced corners and sports several pockets on the outside. Certain essentials should be kept in the bag at all times: 1 box crayons, pencils, supply of paper, glue, 1 right and 1 left-handed children's scissors, several simple books, peabody chips in a variety of colors, several cube blocks in each color, magic markers, a simple game (i.e., Fish) and gummed stickers. At the end of each day you will remove additional supplies used that day and replenish with items needed the next.

Paperwork

Don't get behind! That's the best advice that you can get. Some home visitors prefer to complete their paperwork on a daily basis, others on a weekly schedule. Letting paperwork go longer than one week can spell disaster. Your agency should have allowed you time for completing your paperwork. Take advantage of it.

Keeping a working file for each child helps organize many home visitors. The working file should include the child's checklist. The recording forms used for determining accountability and compliance (i.e., the home visit report), the activity sheets for the next visit, a supply of blank activity sheets and any other pertinent information regarding the child and family. The working file should not include any of the child's permanent records of health, income eligibility, etc. At the start of each day the home visitor picks up the files of the children whom she will see that day.

Another helpful device that many home visitors use is their personal notebook. What each visitor writes in it is entirely up to them. But there always seems to be something that needs to be written down with no place to write it.

Schedules

Scheduling is probably the most difficult of all to get organized. However, once it's in place, it seldom changes and a good schedule becomes a very useful organizational tool. Two major factors to look at when developing a

schedule are: (1) What are the geographical locations of the families? and (2) Which parents have the least flexibility in their schedules that must be worked around? Try to schedule three home visits each day. If you must, four visits should be the maximum for a day. Allow enough time between visits for sufficient time for travel and to review your plans for the next home visit. Save time between home visits or at the end of the day to write down activity ideas and to begin planning for next week. Try to keep one slot open the last day of the week to reschedule missed visits. Be sure to leave a weekly schedule at the agency. If a family cancels a home visit, it will save time if you can be reached before going to the home. In addition, someone should know how to locate you in case of emergencies.

Planning

Planning time should be included in your schedule. In addition, don't forget that the parent will be doing some planning with you for each following visit. You can see that it is essential to give a parent a good framework for planning activities for children. Time spent at the beginning of the program is an investment that pays high returns for both you and the family. Keeping the developmental checklist updated will also help to make you an efficient planner.

No one said home visiting was easy. Stay on top of things and get organized is the best advice any home visitor can get. Your home visits will be better for it.

HIRING HOME VISITORS

Wanted: Home visitor with three years experience or training with young children. Must have knowledge of child development, Home-Based and Head Start philosophy, and adult teaching strategies. Must be flexible, dependable, enthusiastic, warm, tactful and organized. Must have verbal and writing ability, knowledge of health, nutrition and safety principles and be familiar with community resources. Must have means of transportation and be willing to enter nine month contract.

Looking for just the right person for a home visitor position can be a formidable task. The job becomes more efficient and effective if an agency has developed a prearranged format. The procedure can be broken down to five steps:

1. Get The Word Out

   Let people know you have an opening. Be explicit enough so that job hunters know what you're looking for. Besides the usual newspaper ads and posters hung around your center and the community talk to people. Often current staff will know of parents who have or have had children enrolled in the program who would be likely prospects. Former parents are often ideal candidates for the job.

2. Screen Applicants

   So you're swamped with applications and obviously cannot interview 73 people. What do you do? Conduct an initial screening to narrow down the number of most eligible. Decide on some basic major criteria. For example, three years experience might be considered a must for the position. You might look at previous work experience, basic writing skills, availability of references or whether the person is/was a Head Start parent. After selecting several criteria, determine their importance and assign points to each. Go through each application awarding points according to your scale. Determine a cut-off score and set up interviews with the top applicants.

3. Interview Preparation

   The easiest way to prepare for the interview is to get all the materials you will need for the interview together. To ensure that the right person gets the right information, you should develop two kinds of packets. The first, for each person on the interviewing committee, should include a job description, a prepared list of questions to ask the candidate, an interview record sheet to rate each applicant and a schedule of the interview. The interviewee's job application and references should also be available to committee members.

The second packet should be developed for the interviewee. It should include a job description, some information about the home-based program and a home visitor questionnaire. This questionnaire can be designed to provide information regarding the applicant's ability with children, teaching philosophy, child management techniques, adult teaching strategies, or how the applicant would react in specific situations. The applicant should be asked to arrive prior to the interview to complete the questionnaire.

4. The Interview

Your program should determine an interview format. It should be in writing and readily available for interviews. Your format might include some of the following: an explanation of the program philosophy and objectives, a description of the population served, and an explanation of the major job responsibilities and the interview questions. To ensure a fair interview for each applicant it is important to ask the same questions of each. Therefore it's better to have a list of predetermined questions. When interviewing ask open-ended questions. Say as little as possible to elicit in answer to minimize giving cues to the response you are looking for.

5. Evaluation and Selection

The time is here to make the final selection. Each committee member should rate the applicants separately according to their qualifications. If using the job interview record sheet scores should be totaled. Each committee member should choose the two candidates of their choice. This should be based on the highest scores on the interview record sheet, evidence of home visitor qualities and personal reaction to the candidate. Each person should state his/her reasons for the choices that were made.

The group then discusses the top choices and decides on the best applicant. This person is offered the position. The other applicants should be notified in writing. Here again, it will be time saving to you if you have a basic letter format that can be personalized with pertinent information and sent to each of the other applicants.

Following a format similiar to this will make the job searching for a home visitor more enjoyable. It is a tested time saving method to locate the right person for the job. Get your hiring procedures down to a science.

PERSONAL CAPACITIES

In addition to personal knowledge and experience, it is important that the people who teach young children have specific personal capacities for relating to them effectively. From field observation of practioners and a review of the literature, it is possible to name those qualities and capacities which are essential complements to the more technical aspects of competence.

This list is taken from The CDA Program: The Child Development Associate-A Guide for Training.

The following is a list of Personal Capacities developed by the same task force of specialist in early childhood education and child development that developed the CDA Competencies:

- To be sensitive to children's feelings and the qualities of young thinking
- To be ready to listen to children in order to understand their meanings
- To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children
- To be able to protect orderliness without sacrificing spontaneity and child-like exuberance
- To be perceptive of individuality and make positive use of individual differences within the child group
- To be able to exercise control without being threatening
- To be emotionally responsive, taking pleasure in children's successes, being supportive for their troubles and failures
- To bring humor and imaginativeness into the group situation
- To feel committed to maximizing the child's and his family's strengths and potentials

HOME VISITOR QUALITIES

The Home Visitor CDA candidate, in addition to demonstrating competence in all the Functional Areas should possess not only the personal capacities listed for all CDA candidates, but also qualities specifically related to his/her role as a home visitor. Below is a partial list of Home Visitor qualities taken from the Home Visitor Competencies developed by High/Scope Educational Research Foundation.

Home Visitor Qualities

1. Adaptability

   - Adjusts plans to individual parent and child abilities
   - Arranges schedule to fit family needs

2. Emotional distance

   - Does not get too personally involved with families
   - Does not take their problems home
   - Keeps own personal problems, inhibitions separate from job

3. Good model for families

   - Has good standing in community/good model for families
   - Appearance is neat and well-groomed
   - Interested in own learning and personal growth

4. Warmth

   - Makes friends with family, establishes rapport with adults and kids
   - Shows empathic concern, not sympathy

5. Mutual respect

   - Does not push values on families
   - Does not allow families to push values on him/her
   - Maintains confidentiality of relationship
   - Respects family's privacy

6. Encourages independence

   - Recognizes and magnifies family strengths
   - Encourages family self-sufficiency
   - Builds mothers' self-confidence, sense of self-worth

7. Plans cooperatively

   - Involves family in setting goals, making plans jointly

8. Effective communication

   - Can communicate at parent's level, and at child's level
   - Can communicate family needs to professionals

9. Knowledge

- Understands home education, enhancing role of parent as primary educator
- Knows how to help families improve their material well-being
- Has knowledge of principles of emotional well-being that apply to both parents and children

HOME VISITOR OBSERVATION

AND ASSESSMENT SCALE

For CDA trainers working with
home visitors.

Prepared by Craig R. Loftin

HOME VISITOR OBSERVATION AND ASSESSMENT SCALE

The expansion of the CDA Credentialing System to include Home Visitors represents a new challenge for CDA training institutions. The experience that you have had providing meaningful training to CDA candidates in the past certainly will be valuable as you become involved with Home Visitors. None the less, the nature and scope of home visiting is considerably different than that of working with young children and their parents in a center based program. If the assistance that you will provide to this new class of candidates is to truly result in positive change in their service delivery, it is essential that you become aware of the demands of their position and develop a tracking system that will ensure that your efforts are meeting the needs of the individual home visitor.

This section is intended to provide a framework in which the CDA trainer can develop an individualized training program for the candidates with whom he/she works. The Home Visitor Observation and Assessment Scale (Figure 1.) will serve as the system for familiarizing yourself with the home visitor's strengths and training needs, establishing goals with the home visitor, and monitoring the home visitor's progress as he/she prepares for the visit of the Local Assessment Team.

The job of the home visitor is unique in the field of early childhood education. Not only must he/she be competent in facilitating the growth and development of the young child, but he/she must also have the skills and background for assisting parents to do the same. In addition, since the home visitor works in the homes of the families he/she serves, he/she is likely to encounter families in crisis and must help the parents work through the difficulties they have if his/her assistance is sought.

The task of the CDA trainer for home visitors is also unique. You must be able to provide individualized training experiences to each home visitor. It is important that these experiences be based on observations made during actual home visits. This poses a problem: do you try to observe many home visits to determine the training needs of each home visit? Would this be practical? Would one home visit observation suffice to know whether the home visitor's performance is truly representative of his/her abilities? Additionally, home visitors' schedules, hours and work routine are necessarily flexible to meet the needs of the families he/she serves. This requires that you be equally flexible in both scheduling observations and providing training experiences. You will want to streamline your work, while ensuring that training is meaningful and competency based. The system discussed here can

be helpful as you address these and other concerns, but you must adapt it to your own training style, as well as the needs and interests of the candidates.

When you first become involved with a program whose home visiting staff will participate in training, you will be struck by the breadth of your task. Each candidate will be different and the training needs of each will vary. Some of the staff may have been working as home visitors for years. It is just as likely that others will be completely new to their positions. Some of the home visitors may have had extensive classroom experience, others may have never worked with children or parents before. Many of the home visitors may have degrees related to their work, while others will be bringing the richness of their experience as parents to the training program. The wide variety of experience, training, and education will have to be managed so that the resources you provide each individual results in specific skill acquisition and improved performance.

Home Visitor Observation and Assessment System

The Home Visitor Observation and Assessment System will assist you systematically observing the home visitor as he/she works with a family. Your observations can then be used to design the training program around the specific needs of the candidate, regardless of his/her background.

The System consists of five basic steps that are carried out during the candidate's participation in training. Step 1 is the Pre-Assessment Observation and Conference. During this step, you will observe the home visitor making a home visit. Following the visit you will record your observations and then meet with the home visitor. This conference serves as an opportunity to establish the goals of the individualized training program for him/her. Once the training program has been developed, Steps 2,3, and 4 are carried out by observing subsequent home visits to determine the home visitor's progress toward achieving the goals that have been established for him/her, meeting with him/her to discuss the observations and planning strategies for moving closer to the goals. The final step in the System, Step 5, is the assessment of the home visitor by the Local Assessment Team (LAT). Thus, the system assists in determining the training needs of each home visitor and then guides the training process through to the final assessment and credentialling.

Pre-Assessment Observation

The initial observation that you make with the home visitor will be the most important. It is this observation that will set the stage for all of the training activities that will be developed. There are some simple guidelines that can make the initial observation productive, while minimizing the discomfort that observations frequently cause:

1. Meet with the home visitor to arrange the Pre-Assessment observation. This meeting will be helpful in establishing a rapport with the home visitor. In addition to getting to know one another, use this meeting to explain the Home Visitor Observation and Assessment System. Establish clearly that your role, and the use of the System is to help him/her identify his/her training needs and develop a plan for meeting those needs.

2. Schedule the visit at least one week in advance. Your primary purpose in making the visit is to identify the home visitor's strengths and needs. So, give the candidate sufficient time to prepare for the visit. This will increase the likelihood that he/she will be able to demonstrate his/her optimal performance. By scheduling in advance, the home visitor will also have an opportunity to prepare the parent for your visit.

3. Encourage the home visitor to select the family that you will observe. To reduce the tension of this initial visit, let the home visitor select the family he/she will be most comfortable having you observe him/her work with.

4. Review all the documentation available on the family to be visited. All quality home-based programs require certain documentation from home visitors regarding the services provided to each family, as well as a home visit report that documents the activities presented during each home visit. Take a close look at all of the information that the home visitor has compiled on the family that you will visit. This will give you a "feel" for the family, and familiarize you with the home visitor's work style. How does his/her curriculum planning style look? Is he/she adequately addressing the child's total development? How does he/she plan in the parent's active participation during the visit? Questions such as these will help you focus in on certain aspects of the visit as you observe it, and will give you clues about the home visitor's strength and need areas.

5. Discuss the purpose of the observation visit with the home visitor just prior to leaving for the visit. Inform the home visitor about what you hope to accomplish by making the visit. Let him/her know that you will use your observations as a starting place for the conference that you will have after the visit. Encourage the home visitor to ask questions and to decide how you will participate in the visit. Some home visitors like observers to actively participate in the visit, to join in and do activities. Others prefer observers to do just that: observe quietly. Follow the home visitor's preference on this matter.

6. During the visit, do not intervene. The home visitor expends considerable effort and energy establishing a rapport with parents when beginning work with them. For the home visitor to be effective with the parents he/she must have demonstrated competence as well as a warm and friendly attitude that conveys trust and caring. It is important that this relationship is not undermined. You may observe a home visitor carry out an activity in a way that you do not approve of, or that you feel that you can improve on. Be careful

that you do not step in and offer suggestions during the visit. Rather, reserve your comments until after you have left the home, and it is best left for the conference that you will have later. Along this line, it is best that you do not record your observations during the visit. Keep careful mental notes of your observations and record them as soon after the visit as possible.

Preparing for Pre-Assessment

Before making the Pre-Assessment Observation, it is necessary to prepare the HVOAS. (Home Visitor Observation and Assessment Scale) Each candidate will have their own HVOAS for their participation in the training. To prepare the HVOAS you must first become familiar with the philosophy and service delivery methods of the program in which the home visitor works. Review the Program Narrative closely and meet with the Director, Education Coordinator and Home-Based Supervisor to discuss the goals of the program and the approach used by the program to meet the goals. This is essential if you wish to objectively observe the home visitor's performance and establish training objectives that are in agreement with the program philosophy.

Once you are familiar with the program, review the indicators that are suggested for each of the Functional Areas within each Competency. As you make this review, pencil in those Indicators on each page of the HVOAS that you feel are most likely to represent behaviors that would be functional for this home visitor, given your current knowledge of him/her and his/her program. (Figure 2.) Additionally, include any others that are not suggested, but that you feel should be assessed during the Pre-Assessment Observation. Remember, the suggested Indicators are not intended to be all-inclusive, you must adapt them as necessary.

With the HVOAS prepared, you are ready to observe the first home visit with the home visitor. Before you arrive at the home, show the home visitor how you have prepared the HVOAS, and the Indicators that you will be considering. Once you enter the home, put all of your papers aside and just enjoy the visit and the opportunity it gives you to meet the parent and child.

Pre-Assessment Conference

After the home visit is over, review the HVOAS and score the home visitor's performance as you observed it. The HVOAS is set up to allow easy scoring that will enable you to interpret the scores as easily:

1- a score of 1 is used when there is no evidence that the home visitor is competent at performing this behavior or skill. The opportunity presented itself during the visit for the home visitor to display his/her abilities regarding this Indicator, but the home visitor did not make use of the opportunity, or displayed competing behaviors. This would clearly be an area of intensive training need.

2- a score of 2 is used when the home visitor's ability and skill regarding this Indicator is emerging. When opportunities were presented, the home visitor appropriately demonstrated skill, but fewer than 50% of the time. This is an area where the home visitor will require training to shape his/her skills and improve his/her performance.

3- a score of 3 is used to indicate that the home visitor is skilled in regards to this Indicator. On the majority of the occasions that were presented during the visit, the home visitor demonstrated proficiency in demonstrating his/her ability. While some training is needed to prepare the home visitor for the LAT assessment, he/she is well on his/her way to mastering this skill.

4- a score of 4 is used when the home visitor is sufficiently skilled that he/she is ready for the LAT assessment on this indicator. On all occassions, the home visitor demonstrated that he/she has mastered the skills related to this Indicator. No further training is required.

?- in the event that there was no opportunity to observe the home visitor's ability in relation to a specific Indicator, score ?. This will serve as a visual cue that you will need to search for evidence of the home visitor's ability during subsequent observations.

By simply marking in the appropriate column, according to your observations, you will be able to tell at a glance the areas of strength and need of the home visitor, and the specific skills or behaviors that you may need to focus in on as you begin your training relationship with him/her.

After the HVOAS has been scored, fill in the first page of the Pre-Assessment Conference Form. (Figure 3.) On this page you need only list the general strengths and needs that you identified in each Competency. You will share this form with the home visitor when you meet for the Pre-Assessment Conference, and it is necessary, therefore, to make your comments specific and clear.

Schedule the Pre-Assessment Conference with the home visitor after the observation as soon as possible to ensure that the information you will discuss is fresh and relevent. During this meeting you will want to provide the home visitor with a copy of the Pre-Assessment Conference Form you have prepared and a copy of the HVOAS. The home visitor will keep these copies as they will be helpful to him/her in tracking his/her own progress.

Explain to the home visitor how you have prepared the HVOAS and the Pre-Assessment Conference Form and allow him/her ample time to review the materials that you have prepared and to become familiar with your comments. As you discuss the comments, stressing the positive aspects of the visit you identified will be helpful to the home visitor when working in need areas.

Discuss each of the Indicators that you have listed in the HVOAS for that home visitor that were used to evaluate his/her performance. Describe the type of evidence you looked for to illustrate competence. Encourage the home visitor to offer his/her interpretation of his/her performance and ways that he/she feels that he/she is or is not competent in relationship to each of the Indicators.

The discussion that you have with the home visitor will be helpful as you develop an agreement with the home visitor during the conference as to the training program that you will prepare for him/her. The first step that you will make to establish the agreement is to determine the Indicators that will be used to measure the home visitor's performance during subsequent observations. The second page of the Pre-Assessment Conference Form can be used for this purpose. (Figure 4.)

Using the Indicators that you have penciled in on the HVOAS, decide with the home visitor which of those truly reflect his/her ability in each of the Functional Areas. You would also want to generate other Indicators that might be useful in assessing the home visitor's competence that may not have been included in the HVOAS. As the list of Indicators is developed, write them in on the sheet. Once completed, this list will be transferred to the HVOAS for that home visitor, and will be used for guiding future observations and making training decisions.

As you meet with the home visitor during the Pre-Assessment Conference, you will also wish to establish preliminary objectives for the training program. You will have already discussed in detail the strengths and needs that you identified during the observation, and will have a good feel for the home visitor's perception of his/her performance, abilities and needs. Utilize this knowledge to help the home visitor establish objectives for the upcoming training period.

The Training Plan section of the System will be helpful as you prepare the objectives with the home visitor. On the first page of the Training Plan, (Figure 5.) list the Competency and Functional Area in which the home visitor's work will begin. You may wish to begin working in more than one Competency, more than one Functional Area, or both! This is a decision that you will have to make with the home visitor. Try to remember though, that when establishing the initial objectives you will want to set objectives on which the home visitor is surely to experience success. This will increase the likelihood that the home visitor will greet your future encounters with enthusiasm and will set the stage for working in areas that are much more difficult for him/her. Therefore, you will want to set objectives for the home visitor in the Competency and Functional Areas in which he/she has more skill. Set only the number of objectives that both you and the home visitor feel are attainable within the time frame that you agree upon. This time should be limited to the time between your Pre-Assessment Conference and the next observation that you schedule.

With the Specific Objectives set, use page 2 of the Training Plan (Figure 6.) to plan the course of action that the home visitor should follow to work on improving his/her performance of the objective. All that you need do here is specify the objective from page 1 that you will address and generate the resources that the home visitor will have to interact with in order

to work on the objective. These resources may be anything from reading specified literature to observing another home visitor making a home visit. It may involve preparing part of the portfolio or just discussing certain material with a knowledgeable individual. It is also necessary to list, beside the resource, the person that will be responsible for providing or acquiring the resource for the home visitor. Most often this person will be you or the home visitor.

Once the Training Plan is prepared for the upcoming period, you have finished the Pre-Assessment Conference. You have objectively evaluated the skills and needs of the home visitor, have discussed your observations with him/her, and laid out a plan for correction problems that will prepare the candidate for credentialing.

After you have completed this process for all of the home visitors at a program, you will be able to develop somewhat of a profile for the entire group by comparing the scores of each home visitor in each of the Competencies and Functional Areas. This will be helpful in determining the types of training and technical assistance you could plan and provide for the entire group and for sub-groups within the local program.

Making Subsequent Observations of Home Visitor Performance

You are well on your way with the home visitor now! Each observation visit that you make with him/her now will assist you in shaping his/her skills. Follow the same guidelines provided for making the Pre-Assessment Observation when you make subsequent visits. Just as you waited to record your observations until after the visit then, you should wait during these visits as well.

After the visit, when you have recorded the scores in the HVOAS, write up your reactions to the visit on the Comments and Recommendations form. (Figure 7.) Here, record the Competency, Functional Area and Indicator to which your comment will pertain. Then state your comment briefly and clearly. You need not be concerned with writing long narratives since you will have an opportunity to share these comments with the home visitor later. Make an effort to remark about the positive aspects of the visit as well as your concerns. Be certain to comment about the progress, or lack of progress, that you noted toward meeting the Specific Objectives that you and the home visitor set during the Pre-Assessment Conference.

As soon after the observation visit as possible, meet with the home visitor to discuss your observations. Share the HVOAS with him/her, and encourage him/her to transfer your scores to his/her copy as you discuss them. Give the home visitor a copy of the Comments and Recommendations form that you have prepared to help clarify your scores.

Using the outcome of your discussion, review the Training Plan to determine whether or not the objectives that were established during your last meeting have been met. This information together with your more recent observation will assist you and the home visitor establish new objectives for the upcoming period.

Together, in all, you will make four observations of the home visitor's performance. In this way, you will be facilitating the growth and development of the home visitor's skills over a period of time that will prepare him/her for credentialing, and even more importantly, assist him/her in more adequately providing services to families as an early childhood/family professional.

Home Visitor Observation and Assessment Scale
CDA Resource Center

Pre-Assessment Conference Form

Candidate:_____ Trainer:_____

Program:_____ Date of Initial Observation:_____

I. List areas of strength in each Competency:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

II. List areas of need in each Competency:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

III. Together with Candidate, generate Indicators to be developed in each Competency:

Competency	Functional Area	Indicator

Home Visitor Observation and Assessment Scale

Training Plan

Candidate:_____ Program:_____

Date:_____ Trainer:_____

I. Goals

Competency_____

Functional Area_____	Date Achieved
Specific Objectives_____	

II. Plan

Sp.Obj. #	Resources required to meet objective	Person responsible for providing resource

Home Visitor Observation and Assessment Scale
CDA Resource Center

Comments and Recommendations

Candidate _____ Observation _____ Trainer _____

Competency	Functional Area	Indicator	Comment/Recommendation

HOME VISITOR OBSERVATION AND ASSESSMENT SCALE

CDA RESOURCE CENTER

CANDIDATE: _____

PROGRAM: _____

ENTRY DATE: _____

TRAINER: _____

OBSERVATION DATES:

1. (PRE-ASSESSMENT) _____

2. _____

3. _____

4. _____

HOME VISITOR OBSERVATION AND ASSESSMENT SCALE
CDA RESOURCE CENTER

Candidate: _____ Trainer: _____

Program: _____ Entry Date: _____

Competency																
Functional Area/Indicator	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Competency

Functional Area/Indicator	Observation 1				Observation 2				Observation 3				Observation 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Competency

Functional Area/Indicator	Observation 1				Observation 2				Observation 3				Observation 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

HOME VISITOR OBSERVATION AND ASSESSMENT SCALE

CDA RESOURCE CENTER

CANDIDATE: _____

PROGRAM: _____

ENTRY DATE: _____

TRAINER: _____

OBSERVATION DATES:

1. (PRE-ASSESSMENT) _____

2. _____

3. _____

4. _____

Competency I.: To Establish and Maintain a Safe, Healthy, and Predictable Learning Environment

Functional Area/Indicator	Observation 1				Observation 2				Observation 3				Observation 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Safe																
2. Healthy																
3. Predictable																

Competency I.: To Establish and Maintain a Safe, Healthy and Predictable Learning Environment

Functional Area/Indicator	Observation 1				Observation 2				Observation 3				Observation 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4. Learning Environment																

Competency II.: To Advance Physical, Social and Intellectual Competence

Functional Area/Indicator	Observation 1				Observation 2				Observation 3				Observation 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
5. Physical																
6. Social																
7. Cognitive																

Competency II.: To Advance Physical, Social and Intellectual Competence

Functional Area/Indicator	Observation 1				Observation 2				Observation 3				Observation 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
8. Creative																

Competency III.: To Build Positive Self-Concept and Individual Strength

Functional Area/Indicator	Observation 1				Observation 2				Observation 3				Observation 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
9. Self-Concept																
10. Individual Strength																

Competency IV.: To Establish Positive and Productive Relations With Parents

Functional Area/Indicator	Observation 1				Observation 2				Observation 3				Observation 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
11. Parents																

Competency V: To Ensure Well Run Purposeful Program, Responsive to Participant Needs

Functional Area/Indicator	Observation 1				Observation 2				Observation 3				Observation 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
12. Management																

Competency VI.: To Maintain Professional Standards and Committment to Prefessional Growth

Functional Area/Indicator	Observation 1				Observation 2				Observation 3				Observation 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
13. Professional Growth																

Home Start Training Centers

The seven Home Start Training Centers for the Home-Based approach are located regionally. The staffs of these centers will gladly assist you in all phases of your Home-Based program... from initiation through evaluation.

Home Start Training Center
925 24th St.
Parkersburg, WV 26101
(304) 485-7404

Serves Regions I, II, III: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New York, New Jersey, Puerto Rico, Virgin Islands, Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

Publications:

Home Visitor Training Manual compiled by Bernice Andrews. 1976. $5.00.

How To...A Handbook for Head Start - Available this fall.

Home Based Visitors - Available this fall.

Stepping Stones to Better Health - Available this fall.

Clinch-Powell Educational Cooperative
P.O. Box 279
Tazewell, TN 37879
(615) 626-9270

Serves Region IV: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Publications:

The Portage Guide to Early Education, Bluma, Shearer, Frohman, and Hilliard. 1976. $42.00. Published by Cooperative Educational Services, Agency #12.

The Portage Parent Program, Boyd, Stauber, Bluma. 1978. $12.00 Instructor's Set, $20.00 Parent Reading Set.

Parents Guide to Early Education, Bluma, Shearer, Frohman, Hillard. 1976. $15.00. Cooperative Educational Services, Agency #12.

Slide Tape Presentation - Available this fall.

A Head Start at Home - Available this fall.

The Heart of Home Base - Available this fall.

Serving Handicapped Children in Home Based Head Start, Boyd, Richard; & Julia Herwig, Ed., Available from RAP, free to Head Start Programs.

ARVAC, Inc.
P.O. Box 2110
Russellville, AR 72801
(501) 968-6493

Serves Region VI: Arkansas, Lousiana, New Mexico, Oklahoma, Texas

Child/Family Development Program Nebraska Panhandle Community Action Agency
1840 Seventh Street
P.O. Box 340
Gering, NE 69341
(308) 436-5076

Serves Region VII: Iowa, Kansas, Missouri, Nebraska

Bear River Community Action Agency/Millville HSTC
495 East Fifth South
Logan, UT 84321
(801) 753-0951

Serves Regions VIII, X: Colorado, Monatana, North Dakota, South Dakota, Utah, Wyoming, Alaska, Idaho, Oregon, Washington

Center for Family Focused Programs
1724 Santa Clara Avenue
Alameda, CA 94501
(415) 865-0733

Serves Region IX: Arizona, California, Hawaii, Nevada, Pacific Trust Territories

Publications:

A Guide For Carrying Out Family Child Assessment in Home-Based Head Start Programs, Heffron, Mary Claire. 1980. Incidental Curriculum, handouts.

The Bibliography is divided into the following sections:

- Program Descriptions
  - Handicapped
  - Ages 3-5
  - Bilingual
  - Infants and Toddlers
  - Combination
- Working wth Adults
- Curriculum
- ERIC Information

  Many of the citations in the bibliography are only available through the ERIC system. This section provides information on ERIC and on ordering ERIC documents.

Hoyt, Jane Hauser. "Something Special in Portage." American Education, 1976: 19-24 pp.

A highly successful program for educating handicapped preschool children in rural Wisconsin is described. The importance of training parents to help their children develop basic skills is emphasized.

Stack, Patricia Marie. "In Our Program -- Everyone Gets into the Act." Volta Review, 1973: 425-30 pp.

The Home Visiting and Parent Education Program at De Paul Institute in Pittsburgh takes the teacher into the home situation in an attempt to involve the entire family in integrating the deaf preschool child into his natural world.

Kysela, Gerard M. The Early Education Project: A Home and School Approach for Infants and Pre-School Children Exhibiting Developmental Handicaps. 1978. Alberta Univ., Edmonton. Centre for the Study of Mental Retardation. 423 pp. Available through the ERIC System. ED 175 564.

This Early Education Project consisted of a home and school approach to early intervention with moderately to severely handicapped children. A home based parent training program incorporating an infant teaching/learning intervention system was combined with a school based classroom project for toddlers to provide instruction in early childhood skills and knowledge.

Jelinek, Janis A.; Flamboe, Thomas C. The Wyoming Infant Stimulation Program--Go WISP, Young Baby, Go WISP. Apr. 1979. 21 pp. Available through the ERIC System. ED 171 090.

The Wyoming Infant Stimulation Program (WISP) provides a comprehensive preschool program utilizing both center-based and home-based intervention for handicapped preschool children (age 0-3 years) and their families in rural Wyoming.

Becker, Jane L.; And Others. Project P.A.C.E.: Participation of Private Agencies in Homebound Special Education Programs. Apr. 1976. 27 pp. Available through the ERIC System. ED 122 537.

Presented are four papers on Project PACE (Parent Action in Childhood Education), a homebound early childhood program designed to demonstrate the value of early education for developmentally delayed children (birth to 6 years old).

Peniston, Eugene. An Evaluation of the Portage Project: A Comparison of a Home-Visit Program for Multiply Handicapped Preschoolers and Head Start Program. 1975. 14 pp. Available through the ERIC System. ED 112 570.

Evaluated was the effectiveness of the Portage Home Visit (PHV) Parent Program in improving the IQ's, and motor, language, adaptive and personal-social developmental skills of 36 multiply handicapped developmentally delayed preschoolers in rural Wisconsin during 36 consecutive weekly sessions. Home trainers provided parents with technical assistance, an instructional model that included a prescriptive precision teaching approach using positive reinforcement, and information on how to record the children's performance in regard to the prescribed activities.

Thurmon, Christine. EXTEND: Exercises to Encourage Development. A Program of Parent Involvement. Apr. 1980. 6 pp. Available through the ERIC System. ED 188 423.

> The Exercises to Encourage Development (EXTEND) Program for developmentally delayed students is described and evaluation results presented. Designed to provide attention to the child with developmental lags in the areas of motor skills, perceptual sensations, or expressive-receptive language, the program attempts to prevent potential academic problems.

Glovinsky, Ira; Keller, Jackie. A Description of the Hawthorn Center Early Intervention Program. Apr. 1980. 29 pp. Available through the ERIC System. ED 188 391.

> An early intervention project for preschool handicapped children is described. Specific program goals (including improved functioning in social, emotional, communication, and preacademic area) are listed, and roles of the interdisciplinary staff members are considered.

Currie, Robert J.; And Others. Lights, Camera, Action: The FEATT Story. The Project for Facilitating Educational Achievement Through Telecommunications. Final Report. 1976. Purdue Univ., Lafayette, Ind. Purdue Achievement Center for Children. 73 pp. Available through the ERIC System. ED 125 614.

> The Project for Facilitating Educational Achievement Through Telecommunications (Project FEATT) attempted to demonstrate the efficacy of televised instruction in a home-based early childhood education program for handicapped children. After creating instructional television programing and providing outreach services for users, the project carried out extensive research on its effectiveness.

Morlan, Donna; And Others. Television and Parent Education: An Educational Revolution. Mar. 1976. 7 pp. Available through the ERIC System. ED 122 844.

> In 1974, the Facilitating Educational Achievement through Telecommunications (FEATT) project began a study to test the efficacy of specially produced video cassettes to teach parents of severely handicapped children how to instruct their children in basic psychomotor skills.

Smiley, Constance J.; And Others. Replication of an Inter-Disciplinary Approach to Early Education of Handicapped Children 0-3 Years. 1975. Peoria Association for Retarded Citizens, Ill.: United Cerebral Palsy of Northwestern Illinois, Peoria. 203 pp. Microfiche copy available through ERIC System. Paper copy not available. ED 116 416.

> Presented is the guide to the Illinois project entitled "An Inter-Disciplinary Approach to Early Education of Handicapped Children Ages 0-3 Years" which includes information on funding and public awareness, diagnosis and evaluation, child development-home program, speech and language, structuring the day program, job descriptions and training, and parent involvement.

Cadman, Lois A. Peech Outreach Project (A Program for Early Education of Child- with Handicaps). 1978-79 Final Report. June 1979. Education Service Center Region 9, Wichita Falls, Tex. 142 pp. Available through the ERIC System. ED 185 783.

Document provides seven appendixes containing information on the PEECH (Program for Early Education of Children with Handicaps) Outreach Project.

Brown, Donnise; and Others. The Oregon Project for Visually Impaired and Blind Preschool Children (OR Project). Preliminary Edition. 1978. Jackson County Intermediate Education District, Medford, Oreg. 461 pp. Microfiche copy available through ERIC System. Paper copy available from Jackson County Education Service District, 101 N. Grape, Medford, Oregon 97501 ($50.00 includes shipping). ED 175 190.

The Oregon Project for Visually Impaired and Blind Preschool Children (OR Project) materials are designed primarily for use by teachers or counselors working with visually impaired and blind preschool children and their parents in the home. The OR Project contains a manual, skills inventory, and descriptions of teaching activities.

Boyd, Richard D. Acquisition and Generalization of Teaching and Child Management Behaviors in Parents of Preschool Handicapped Children: A Comparative Study, Final Report. Oct. 1978. Cooperative Educational Service Agency 12, Portage, Wis. 116 pp. Microfiche copy available through ERIC System. Paper copy available from Cooperative Educational Service Agency 12, Portage, Wis. ED 163 737.

The document reports on a 3-year research project to measure the acquisition and generalization of teaching and child management behaviors by parents of preschool handicapped children enrolled in the Portage Project.

Macy, Daniel J. A Plan for the Evaluation of an Early Childhood Intervention for Handicapped Children. Oct. 1976. 36pp. Available through the ERIC System. ED 139 127.

Presented is a plan for evaluating Project KIDS (Kindling Individual Development Systems), a model program for developmentally delayed and physically handicapped infants, toddlers, preschool children, and their families. The KIDS program is described as providing services in a home-based training program, center-based infant stimulation classes, and school-based early childhood class units.

Weber, Susan J.; And Others. The Portage Guide to Home Teaching. 1975. Cooperative Educational Service Agency 12, Portage, Wis. 129 pp. Microfiche copy available through ERIC System. Paper copy available from Cooperative Educational Service Agency 12, Portage, Wis. ED 189 785.

The guide provides information on procedures used in the Portage Model, an early home intervention program for rural preschool children with all types of handicapping conditions as well as children functioning within the normal range.

Montgomery, John D.; And Others. Staff Development, Manual III: Home, Parent/Child Stimulation. The Marshalltown Project. (1975). Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education. 212 pp. Available from the ERIC System. ED 111 830.

> The Marshalltown project was created to facilitate individualized prescriptive teaching of preschool handicapped and educationally deprived children at home based upon results of the Marshalltown Behavioral Development Profile. This staff development manual aids in the identification of the skills and knowledge necessary for the home staff to function effectively with the training staff, parents, and children in the home setting.

Levitt, Edith; Cohen, Shirley. Parents as Teachers: A Rationale for Involving Parents in the Education of Their Young Handicapped Children. 1974. City Univ. of New York, N.Y. Hunter Coll. Special Education Development Center. 29 pp. Available from the ERIC System. ED 099 141.

> This literature review highlights the need for parent intervention programs in the education of their young handicapped children. Supportive research is cited from the following areas: Home-based programs for the disadvantaged; home-based programs for the handicapped; developmental factors in cognitive dysfunction; motivation; and the parent as mediator.

Steer, Michael; Browne, Noel. "Educating Developmentally Delayed Children in Newfoundland: How Home Visiting Specialists Teach Parents to Teach." Education Canada, Fall 1978: 12-15, 18 pp.

> This program, based on the Portage Project, serves 169 urban families with developmentally delayed children ages 0-6. In weekly visits, a specialist teaches parents to work with their children.

Steer, Michael; Browne, Noel. "The Far East Salutes Wisconsin: Direct Home Services to Mentally Retarded Children in Newfoundland." Education and Training of the Mentally Retarded, 1978: 202-5 pp.

> The Direct Home Services Program provides weekly services of home teachers called Child Management Specialists to approximately 145 families with mentally retarded and developmentally delayed children (birth to 6 years old).

Dudzinski, Deanna; Peters, Donald L. "Home-Based Programs: A Growing Alternative." Child Care Quarterly, 1977: 61-71 pp.

> Describes various types of home-based programs for young retarded or severely handicapped children, identifying key elements and benefits.

Galbraith, Gary; And Others. "Interfacing an Inexpensive Home Computer to the Videodisc: Educational Applications for the Hearing Impaired." American Annals of the Deaf. (Educational Technology for the '80's)," Sept. 1979: 536-41 pp.

Originally part of a symposium on educational media for the deaf, the article describes the use of computer-assisted instruction to teach young deaf and multiply handicapped children. The microcomputer/videodisc interface is explained and the method of captioning the videodisc is discussed. Diagrams illustrate the process.

Hillard, Jean; Shearer, Marsha. "The Portage Project." Bureau Memorandum, 1976: 4-8 pp.

Presented is a description of the Portage Project, an early intervention program with a home-based delivery system which serves 163 children (0-6 years old) with exceptional educational needs.

Shearer, Marsha S.; Shearer, David E. "The Portage Project: A Model for Early Childhood Education." Exceptional Children, 1972: 210-17 pp.

Reported was a home-based intervention program serving 75 preschool multiply handicapped children (aged 0-6 years) living in a rural area.

Boyd, Richard D. "Systematic Parent Training through a Home Based Model." Exceptional Children, May 1979: 647-48 pp.

A systematic parent training program was developed within the Portage Project Model, which provides weekly visits by home teachers to families with a preschool handicapped child.

Levenstein, Phyllis. Home-Based Programs: Nightmare or Dream of the Future. Mar 1979. Family Service Association of Nassau County, Inc., Mineola, NY; State Univ. of New York, Stony Brook. 14 pp. Available through the ERIC System. ED 172 932.

This essay discusses methodological and ethical problems in the implementation and evaluation of home-based intervention programs for young children and their families.

Gray, Susan W. "Home Visiting Programs for Parents of Young Children." Peabody Journal of Education, 1971: 106-11 pp.

"Home-oriented Approach Set." Appalachian Advance, 1971: 1-2, 4 pp.

Gordon, Ira J. "Self Help Approach: Parents as Teachers." Compact, 1969: 32-35 pp.

A Parent Education Program is developed in which a paraprofessional person teaches mothers a set of specific activities to enhance the intellectual and personal development of the child.

Tawney, James W.; And Others. "Using Telecommunications Technology to Instruct Rural Severely Handicapped Children." Exceptional Children, 1979: 118-25 pp.

The project demonstrated that a minicomputer control system could serve a large number of families simultaneously. Reliable telephonic data transmission between computer and home-based teaching machines was achieved, families accepted the placement of equipment in their homes, and children interacted with automated devices on a daily basis.

Bell, T. H. School Leadership and the Community. Apr 1975. 11 pp. Available through the ERIC System. ED 111 525.

The importance of using existing local elementary school facilities to benefit preschool children and their neighborhoods forms the basis for suggestions offered in this address. Reasons for using a home-based approach (as opposed to a center-based approach) in promoting preschoolers' development are outline. Potential gains for the children and the community are stated in both human and economic terms.

Alford, Roy W., Jr. Teaching Mathematical Concepts to Rural Preschool Children Through A Home-Oriented Program. Jun 1970. Appalachia Educational Lab., Charleston, W. Va. 168 pp. Available through the ERIC System. ED 063 992.

Preschool children (ages 3,4, and 5) participating in the Appalachia Preschool Educational Program were studied to determine if mathematical concepts could be effectively taught through a preschool program accessible to rural children. The 34-week program consisted of 3 elements: (1) a daily half-hour television broadcast, (2) weekly home visitations by trained paraprofessionals, and (3) a traveling classroom which provided for weekly group experiences.

Connecticut Univ., Storrs. Educational Resources and Development Center. The Parent-Child Toy Lending Library. East Hartford Program. May 1975. 83 pp. Available through the ERIC System. ED 123 796.

The Educational Resources and Development Center at the University of Connecticut conducted an evaluation of the Parent-Child Toy Lending Library Program for the towns of East Hartford and Manchester. The evaluation encompasses the following areas: the children's developmental progress, reactions of the children to toys, parent-child relationship, and parent evaluation of the Program.

Children First, Inc., Washington, D.C. Status of the Home-Based Effort Within Head Start. Jun 1977. 60 pp. Available through the ERIC System. ED 153 730.

This status report is an attempt to provide a comprehensive picture of Head Start home-based programs which aimed at helping parents provide children with the sime kinds of activities and support in their own homes that children would receive in any quality child development center. Appendices include lists of Home Start Training Centers; Head Start site visit consultants; home-based programs visited; and examples of the forms used in the survey.

Levenstein, Phyllis. The Mother-Child Home Program. Mar 1975. 43 pp. Available through the ERIC System. ED 146 306.

This paper provides a description and evaluation of the Mother-Child Program (developed by the Verbal Interaction Project) for prevention of educational disadvantage. The program consists of 46 semi-weekly home visits by "Toy Demonstrators" in each of two seven month program years, following the local school calendar. Toy Demonstrators are former mother-participants who visit low-income mother-child dyads during the child's third and fourth years of age.

Levenstein, Phyllis. A Message from Home: Findings from a Program for Non-Retarded, Low-Income Preschoolers. Feb 1975. 24 pp. Available through the ERIC System. ED 146 305.

This document describes the Mother-Child Home Program (MCHP) for prevention of educational disadvantage, prepared by the Verbal Interaction Project. The MCHP consisted of 92 semi-weekly, half hour home sessions spread over two years by interviewers called "Toy Demonstrators." The latter were trained in non-didactic techniques to show a mother, by participating in play sessions with her and her child together, how to interact verbally to enhance the child's conceptual and socioemotional development, around commercially available toys and books as the curriculum materials permanently assigned to the child.

Rosenfeld, Anne H. Mother-Child Home Program. Parent-Child Program Series, Report No. 1. 1978. Family Service Association of Nassau County, Inc., Mineola, N.Y.; State Univ. of New York, Stony Brook. 13 pp. Available through the ERIC System. ED 175 184.

Part of a series on early childhood demonstration programs designed to improve early parent-child relationships, stimulate positive child development, and prevent later behavior difficulties, the pamphlet describes the Mother-Child Home Program, in which low-income mothers are educated to become more effective developmental guides for their 2 to 4 year old children.

Verbal Interaction Project, Freeport, N.Y. MCHP/VIP: Mother-Child Home Program of the Verbal Interaction Project. Sep 1978. 12 pp. Available through the ERIC System. ED 167 266.

This report to the Joint Dissemination Review Panel of the Office of Education and the National Institute of Education provides an overview of the Mother-Child Home Program of the Verbal Interaction Project: a voluntary, home-based early education program for low-income preschoolers (2- and 3-year-old children), their mothers and other adults who provide primary nurturance for children.

Levenstein, Phyllis. The Parent-Child Network: The Verbal Interaction Component. Jun 1978. Verbal Interaction Project, Freeport, N.Y. 25 pp. Available through the ERIC System. ED 167 265.

This presentation reports research findings which link children's social-emotional skills at ages 4 and 6 to concurrent and antecedent verbal interaction behaviors of their mothers. Forty-five low-income mothers and children who voluntarily participated in the Mother-Child Home Program of the Verbal Interaction Project from 1972 to 1974 were assessed by home visitors who modeled interactive skills in home play sessions centered around gifts and toys and books.

Spriggs, Alice. Home Oriented Preschool Education. Apr 1976. 5 pp. Available through the ERIC System. ED 122 564.

Described is the Appalachia Educational Laboratory's Home Oriented Preschool Education (HOPE), program which began as a model preschool program and later shifted to development of support materials for use with young children. Use in the program of paraprofessional home visitors, educational television programs and weekly classroom experiences is noted, advantages of these approaches (such as parent involvement) are listed, and positive results of the program are cited.

Love, John M.; And Others. National Home Start Evaluation Interim Report VI. Executive Summary: Findings and Recommendations. Mar 1975. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 35 pp. Available through the ERIC System. ED 134 321.

This is an executive summary of the interim report on National Home Start Evaluation. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services.

Children First, Inc., Washington, D.C. Directory of Training Programs for Family-Focused Home-Based Child Development Programs. Jun 1977. 51 pp. Available through the ERIC System. ED 153 733.

This directory lists programs which specialize in providing some form of home-based family-focused child development training for parents, parent educators, agencies, professionals, adolescents, and others. These programs were identified as possible supplements or complements to the training offered by the six regional federally funded Home Start Training Centers (HSTCs). The guide describes the six regional programs as well as those offered by 35 other agencies.

Kapfer, Sherry. Report of Selected Sessions from the "Parents, Children and Continuity" Conference (El Paso, Texas, May 23-25, 1977). May 1977. Dingle Associates, Inc., Washington, D.C. 94 pp. Available through the ERIC System. ED 153 731.

This report of selected sessions from the national conference on "Parents, Children and Continuity" in May 1977 deals with topics of immediate concern to Home Start (home-based) Programs and Child and Family Resource Programs.

Jerome, Chris H.; And Others. National Home Start Evaluation. Interim Report V: Case Studies. Sep 1974. Abt Associates, Inc. Cambridge, Mass. 147 pp. Available through the ERIC System. ED 161 543.

One of a series of documents on the evaluation of the National Home Start (NHS) program this third year interim report of case studies describes program efforts and successes with 16 Home Start families throughout the nation. A federally funded demonstration program, NHS is aimed at providing home-based services (such as health, education, nutrition, psychological/social services) to families with preschool children. A brief narrative of individual family accomplishments within the program is presented and the program's operational procedures and methods of dealing with problems are examined.

Coelen, Craig; And Others. National Home Start Evaluation Interim Report V: Cost-Effectiveness Analysis. Oct 1974. Abt Associates, Inc., Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 61 pp. Available through the ERIC System. ED 134 317.

This volume, part of the interim report on the National Home Start Evaluation, includes cost of the 16 Home Start projects and outcome data from the six summative sites. Findings and recommendations are presented on the intra-project cost-effectiveness of Home Start and the cost-effectiveness of Home Start as a Head Start option.

Deloria, Dennis: And Others. National Home Start Evaluation Interim Report V. Executive Summary. Policy Relevant Findings and Recommendations. Oct 1974. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 41 pp. Available through the ERIC System. ED 134 320.

This is the executive summary of the National Home Start Evaluation Interim report. Home Start, a federally-funded 3-year (1972-1975) demonstration program home-based for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services.

Goodrich, Nancy; And Others. National Home Start Evaluation Interim Report V: Program Analysis. Oct 1974. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 166 pp. Available through the ERIC System. ED 134 319.

This program analysis is part of the interim report on the National Home Start Evaluation. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services. Chapters include information on methodology; data collection and analysis and on the three major Home Start program dimensions: Home Start families and staff; the program, and services to families.

Goodrich, Nancy; And Others. National Home Start Evaluation Interim Report VI. Twelve-Month Program Issues, Outcomes and Costs. Mar 1975. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 449 pp. Available through the ERIC System. ED 134 322.

This report assesses the progress of the six summative Home Start projects as evaluation families completed their first twelve months of enrollment. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services. Findings are presented in three different parts of this volume: program analysis results, summative evaluation results and cost-effectiveness results.

Grogan, Marian; And Others. National Home Start Evaluation. The Homesbook: What Home-Based Programs Can Do with Children and Families. Mar 1976. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 329 pp. Available through the ERIC System. ED 134 316.

This volume, part of the evaluation of the Home Start Program is an informal compilation of the ideas, experiences and insights gained by members of Home Start staffs during three years of family-oriented education and services. This book is aimed primarily at administrators, sponsors, and directors of Head Start and similar programs who are considering expanding their services to include home visiting. Appendices include a director of Home Start demonstration programs and training centers, Home Start guidelines, and an index of exhibit sources.

Love, John M.; And Others. National Home Start Evaluation Interim Report VII. Twenty-Month Program Analysis and Findings. Mar 1976. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 402 pp. Available through the ERIC System. ED 134 315.

This interim evaluation report focuses on process (formative) and outcome (summative) data collected in spring 1975 on the National Home Start Program. Home Start, a federally-funded 3- year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services.

Deloria, Dennis: And Others. National Home Start Evaluation Interim Report V: Summative Evaluation Results. Oct 1974. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 341 pp. Available through the ERIC System. ED 134 318.

These summative evaluation results are part of the National Home Start Evaluation interim report. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3-to 5-year-old children was.designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services. Included are reviews of psychometric analysis such as Preschool Inventory, Denver Developmental Screening Test, Child 8-block Task, Child Food Intake Questionnaire, Schaefer Behavior Inventory, Pupil Observation Chiecklist, High/Scope Home Environment Scale, Mother Behavior Observation Scale, Parent Interview and, 8-Block Sort Task.

Banta, Trudy W.; And Others. Evaluation of East Tennessee's Child Health and Development Project. Apr 1979. 29 pp. Available through the ERIC System. ED 176 882.

The Child Health and Development Project (CHDP), a home-based early intervention program operated in six East Tennessee counties, provides well-child clinics, developmental evaluation, individualized early childhood education for disadvantaged children, and training in parenting skills for their parents.

Love, John M.; And Others. An Evaluation of the Home Start Training Centers. Aug 1979. High/Scope Educational Research Foundation, Ypsilanti, Mich. 194 pp. Available through the ERIC System. ED 184 717.

The results of an evaluation of the six Home Start Training Centers are presented in this report. Included are the final research design of the Training Centers evaluation, findings from three sets of site visits, and results of questionnaires sent to (1) people who participated in training, (2) their supervisors, and (3) Head Start grantees and delegate agencies.

Hess, Robert D. Effectiveness of Home-Based Early Education Programs. Sep 1976. 22 pp. Available through the ERIC System. ED 133 048.

This paper summarizes evaluations of 28 preschool intervention programs designed to train parents to prepare their young children for school achievement.

Love, John M; And Others. National Home Start Evaluation: Final Report. Findings and Implications. Mar 1976. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 78 pp. Available through the ERIC System. ED 134 314.

These fingings and implications are part of the final report on the National Home Start Evaluation. Home Start, a federally-funded 3-year (1972-1975) home-based demonstration program for low-income families with 3- to 5-year-old children was designed to enhance a mother's skills in dealing with her own children and to provide comprehensive social-emotional, health and nutritional services. The purpose of the evaluations was to collect information on both the Home Start process and the program's effectiveness so that the Home Start experience could lead to recommendations for future home-based programs.

Office of Child Development (DHEW), Washington, D.C. Report of a National Conference on Home Start and Other Programs for Parents and Children (National Conference on Home-Based Child Development Programs, St. Louis, Missouri, March 18-21, 1975). Mar 1975. 102 pp. Available through the ERIC System. ED 125 769.

This report of the National Conference on Home-Based Child Development Programs is intended to serve as a resource document to people interested in developmental programs for parents and children.

Appalachia Educational Lab., Charleston, W. Va.; Far West Lab. for Educational Research and Development, Berkeley, Calif. Appalachia Preschool Education Program. Program Summary. Nov 1971. 6 pp. Available through the ERIC System. ED 125 749.

This document is the tenth in a series of 12 early childhood program descriptions compiled by the Far West Laboratory for Educational Research and Development. The Appalachia Preschool Program is a demonstration project designed to provide preschool education for children from rural Appalachia. The program consists of three major components: a television program, a home visitor program, and a mobile classroom program.

Ray, Margaret Parkman; And Others. Analysis and Modification of Maternal Teaching Strategies in Rural Poor Families. Final Report. Sep 1973. Cornell Univ., Ithaca, N.Y. Cornell Research Program in Early Development and Education. 162 pp. Available through the ERIC System. ED 129 398.

To examine the differences between mother-child interaction in middle class and in isolated rural poor families, a sample of 24 rural poor and 12 middle class mothers were videotaped as they interacted with their preschool children in structured situations. As a result of the taped observations, a home teaching program was developed to improve the informational resources and verbal interaction of rural poor mothers with their children. The home-teaching program centered on changing rural poor mothers' strategies for interacting with their children from a question-asking to an information-providing strategy through a series of 16 weekly one hour visits to 12 rural poor mother' homes.

Lombard, Avima D. HIPPY, A Home Instruction Program for Preschool Youngsters. Jan 1980. 9 pp. Available through the ERIC System. ED 190 251.

This document describes a home-based enrichment program for preschool children in Israel. The Home Instruction Program for Preschool Youngsters (HIPPY) provides weekly packets of educational activities to mothers and their educationally disadvantaged children of 4 to 6 years of age.

Healy, Margaret I. Mundelein-HICA Early Childhood Education Project. End-of-Project Summary. Dec 1974. Mundelein Coll., Chicago, IL. 36 pp. Available through the ERIC System. ED 107 365.

This summary report examines the findings of a home-based early childhood education enrichment program designed to make it possible for educationally disadvantaged children to cope effectively with the demands of American schools and society. Background information on the development and implementation of the program and a discussion of the statistical data are included.

Johnson, Vicki M.; O'Fallon, O. K. Clinch-Powell Educational Cooperative Early Childhood Education Program. Evaluation Report. Jul 1975. Tennessee Univ., Knoxville. Bureau of Educational Research and Service. 99 pp. Available through the ERIC System. ED 118 259.

This report presents program evaluation results for three years of operation of the Clinch-Powell Educational Cooperative Early Childhood Education Program, a home-based, parent oriented program which serves four rural Appalachian counties and includes the use of home visits, mobile classrooms, and a TV program accompanied by a Parent Guide. Descriptions of the program's objectives, components, staff training, target population and comparison group are given.

Development Associates, Inc., Washington, D.C. Child and Family Resource Program (St. Petersburg, Florida). Program Description. Jun 1975. 59 pp. Microfiche copy available through ERIC System. ED 121 433.

This report describes and evaluates the Child and Family Resource Program (CFRP) in St. Petersburg, Florida, one of 11 demonstration sites of this Head Start-affiliated program. The cooperation of community service agencies and the combination of the roles of homebased teacher and social worker into the role of home visitor were major strengths of the program at this site.

Richards, Mary JoAnn. Early Childhood Education at Home Project. Final Report. Jun 1975. Regional Education Service Agency, Region 8, Martinsburg, W. Va. 103 pp. Available through the ERIC System. ED 120 995.

Detailed in the final report of the 4-year project designed to provide home preschool education for handicapped and nonhandicapped Appalachian children are organization arrangements, project objectives, curriculum design, dissemination methods, program findings and recommendations. Among findings cited are acceptance by educational leaders and replication of at home preschool education programs. Among seven appendixes are sample assessment, child profile and prescription forms.

Jefferson County Public Schools, Lakewood, Colo. A Parent Education and Preschool Program with Added Dimensions. 1975. 38 pp. Available through the ERIC System. ED 122 954.

This booklet describes the Title III ESEA Program, "Added Dimensions to Parent and Preschool Education," which was designed and implemented by the Jefferson County Public Schools in Lakewood, Colorado. The objectives, history, description, and evaluation of the Jefferson County Program are presented as well as detailed information on the procedures for starting up such a program.

Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. Home Start Evaluation Study, Interim Case Studies IIb. 1972. 360 pp. Available through the ERIC System. ED 092 225.

The eight interim case study summaries included in this booklet are part of "Report II" of the "Home Start Evaluation Study." Each case study was developed after field visits to each of the demonstration programs by case study workers from the evaluation agencies. An effort has been made by the field staff in these reports to specifically describe the working relationship between program goals and objectives as developed by each local unit, compared with the services actually provided to families.

Johnson, Vicki M.; O'Fallon, O. K. Summary of the 1974 Evaluation of the Clinch-Powell Educational Cooperative Early Childhood Education Program: An Early Childhood Education Program in Rural Appalachia. 1974. Tennessee Univ., Knoxville. Bureau of Educational Research and Service. 65 pp. Available through the ERIC System. ED 100 533.

The Clinch-Powell Educational Cooperative Early Education project was designed to provide preschool experience for 3-, 4-, and 5-year-old children in rural Appalachia who would otherwise not have been able to attend a preschool program. The program involves a three-dimensional approach which consists of weekly home visits by trained paraprofessionals, weekly classroom sessions in mobile classrooms, and utilization of the Captain Kangaroo TV program and related Parent Guide activites. Numerous tables clearly illustrate population and evaluation data.

Seefeldt, Carol; And Others. A Guide for Planning and Operating Home-Based Child Development Programs. Jun 1974. Office of Child Development (DHEW), Washington, D.C. 157 pp. Available through the ERIC System. ED 104 542.

This resource guide provides detailed information for Head Start programs and other organizations interested in planning and operating a home-based comprehensive child/family development program.

Butte Vocational-Technical Center, Montana. Project to Teach Educationally Disadvantaged Parents ABE Skills in Their Own Homes and to Show These Parents How and What to Teach Their Pre-School Children. 1973. 59 pp. Available through the ERIC System. ED 109 491.

The booklet describes Project Prepare, a program designed to teach educationally disadvantaged parents adult basic education skills in their own homes and then to show these parents how and what to teach their preschool children. Information is provided on the design and implementation of the projects.

Gotts, Edward E. "Long-Term Effects of a Home-Oriented Preschool Program." Childhood Education, Feb-Mar. 1980: 228-34 pp.

A progress report of reseach on the long-term effects of a home-oriented preschool program.

Braithwaite, John; Healy, Muriel. "Home-Based Pres-School Programs--A Viable Alternative." Australian Journal of Early Childhood, Mar. 1979: 21-24 pp.

Discusses the objectives, practices, and values associated with home-based early childhood programs.

Olympus Research Centers, San Francisco, Calif. Supporting Home-Based Career Education at the Preschool Level. Final Report. July 1, 1976 to September 30, 1977. 1977. 176 pp. Available from the ERIC System. ED 164 927.

Olympus Research Centers, in a joint effort with the Salt Lake City School District, designed and produced a package of material to extend the benefits of career education to preschool children in the home. The materials were to serve as groups. The guiding concept was that parents should be trained to provide positive career education support experiences to their children in the home.

Waksman, Mary. "Mother as Teacher: A Home Intervention Program." Interchange on Educational Policy, 1979: 40-52, 197 pp.

The effectiveness of the Mother-as-Teacher home intervention program is examined. The goal of this program is to enhance lower socioeconomic status mother's teaching style.

O'Keefe, Ruth Ann. "How About Home as a Place to Start?" Urban Review, 1973: 35-37 pp.

Discusses the Home Start program, the new three-year Head Start demonstration program designed to bring comprehensive child development services to children and families in their own homes by helping parents provide many of the same services Head Start offers children in centers.

Yarbrough, Willard V. "Preschool Goes Into The Mountains." American Education, 1973: 27-31 pp.

Children in an east Tennessee area can't get to kindergarten, so TV, mobile classrooms, and home visits take kindergarten to them.

Parson, Michael. "The New Zealand Approach to Screening Babies for Deafness." Appalachian Advance, 1971: 16-7 pp.

Troutt, George, Jr.; Jennings, Bettye. A Competency Base for Curriculum Development in Preschool Education. Apr 1974. Appalachia Educational Lab., Charleston, W. Va. 24 pp. Available from the ERIC System. ED 096 004.

The development of a competency base for a preschool curriculum is described in this report on the Home-Oriented Preschool Education (HOPE) Process, a three-component educational system for 3, 4, and 5-year-old children. The major goal of the HOPE Process is

(cont'd - Ed 096 004)
to affect the parent-child instuctional relationship by delivering the curriculum through different but integrated components: a home visit, a television presentation, and a group experience.

Richards, Mary JoAnn. Early Childhood Education at Home. 1973. Berkeley County Board of Education, Martinsburg, W. Va. 9 pp. Available through the ERIC System. ED 089 531.

Outlined is a Title III early childhood at home project which involves a team approach to the education of 40 handicapped and 75 nonhandicapped rural, disadvantaged children, their parents, and/or babysitters in West Virginia. It is noted that four teams consisting of a teacher and paraprofessionals visit homes to instruct baby sitters or parents in devising individualized programs for the children.

Deloria, Dennis: And Others. The National Home Start Evaluation. Interim Report 4: Summative Evaluation Results. Jun 1974. Abt Associates, Inc. Cambridge, Mass; High/Scope Educational Research Foundation, Ypsilanti, Mich. 375 pp. Available through the ERIC System. ED 107 380.

This report presents summary analyses of descriptive and comparative data collected during the 1973 Home Start evaluation project. The data presented were collected at 6 of the 16 Home Start sites, from three experimental groups of families (those entering the Home Start and Head Start programs in fall 1973 and those identified to enter Home Start programs in fall 1974).

Levenstein, Phyllis; Sunley, Robert M. Aiding Cognitive Growth in Disadvantaged Preschoolers. Nov 1968. Family Service Association of Nassau County, Inc., Mineola, N.Y. 82 pp. Available through the ERIC System. ED 059 792.

Progress during the first two years (1967-1968 and 1968-1969) of a three-year home-based, mother-child intervention program called the Verbal Interaction Project is described. The project was planned for the cognitive families. The program utilized specially trained home visitors, called Toy Demonstrators, who visited mother-child pairs twice weekly over two 7-month periods.

Levenstein, Phyllis. Verbal Interaction Project: Aiding Cognitive Growth in Disadvantaged Preschoolers through the Mother-Child Home Program; July 1, 1967 - August 31, 1970. Final Report. Feb 1971. Family Service Association of Nassau County, Inc., Mineola, N.Y. 70 pp. Available through the ERIC System. ED 059 791.

The design, procedure, and results of research conducted for three years in the Verbal Interaction Project are discussed. The major hypothesis tested was that the general and verbal intelligence of low-income subjects exposed to stimulation of verbal interaction in mother-child dyads would rise significantly. A second hypothesis tested was that such a rise would be greater in two-year-old than in three-year-old children. In its current version, the Mother-Child Home Program is a home-based, mother and family involving, two-year method (seven months each year), utilizing nonprofessional women of varying income and education as volunteer or paid interveners called "Toy Demonstrators."

Home Start: Child and Family Resource Program. Report of a Joint Conference (St. Louis, Missouri, March 5-7, 1974). Mar 1974. 38 pp. Available through the ERIC System. ED 094 887.

> This conference report of a joint meeting of directors and staff working in Project Home Start and the Child and Family Resource Program contains discussions of a wide range of issues: health services, home safety, home visits, food programs, and the use of television. Other issues discussed are program guidelines, evaluation plans, means to achieve goals, staff training, data collection, and program funding.

Shively, Joe E.; And Others. Home-Oriented Preschool Education: Evaluation of the Prototype Home Visitor Training Package. Technical Report No. 45. Jan 1974. Appalachia Educational Lab., Charleston, W. Va. 86 pp. Available through the ERIC System. ED 093 358.

> An evaluation of the HOPE (Home-Oriented Preschool Education) Training Package for home visitors (paraprofessional educators) was performed. The home visitor is one part of the three-way--home, group, television--integrated instruction program being developed by the Appalachian Educational Laboratory for the education of preschoolers.

Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. Home Start Evaluation Study, Interim Report III: Evaluation Plan 1973-1974. Aug 1973. 46 pp. Available through the ERIC System. ED 092 227.

> This evaluation plan outlines the essential features of Home Start Evaluation activities scheduled for the twelve months beginning Fall 1973.

Fellenz, Peter; An Others. Home Start Evaluation Study. Interim Report III: Program Analysis. Aug 1973. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 199 pp. Available through the ERIC System. ED 092 226.

> This Home Start report centers its attention on three areas: how actual home visits are being conducted, how projects are spending grant money from a cost analysis point of view, and whether any tentative statement on program effectiveness can be made based upon an analysis of pre-post test data. Highlighted in the report is the importance of making the Home Start parent a primary interactor during home visits. Appendices comprise half the report.

Walton, Mildred L. Mothers as Key Educators of their Preschool Children. Sep 1973. 33 pp. Available through the ERIC System. ED 096 020.

> In keeping with the trend toward greater parent participation in the education of their children, a preschool intervention program designed to improve the educability of children who would enter kindergarten at the start of a fall term was conducted in one elementary school. The major purpose of the project was to determine if mothers would accept the role of home teachers for their prekindergarten children on a regular basis, using school-prescribed tasks. A sample of 12 mothers and their children was studied.

Levenstein, Phyllis. A Message from Home: A Home-Based Intervention Method for Low-Income Preschoolers. Apr 1974. Family Service Association of Nassau County, Inc., Mineola, NY; State Univ. of New York, Stony Brook. 12 pp. Available through the ERIC System. ED 095 992.

> Described in this report is a home-based, cognitive-affective intervention program involving 93 mothers and their children. The program consisted of 92 semi-weekly, half-hour home sessions spread over 2 years. These were held by interveners called 'Toy Demonstrators' who were trained to show a mother, by participating in home play sessions with her child, how to interact verbally to enhance the child's conceptual and socioemotional development.

Deloria, Dennis; And Others. Home Start Evaluation Study. Interim Report III: Summative Evaluation Results. Aug 1973. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 249 pp. Available through the ERIC System. ED 092 229.

> This report presents data collected in six of the 16 Home Start sites in operation in the spring of 1973. The major task of the pilot summative evaluation was to try out the measurement battery so necessary modifications could be completed before beginning the actual evaluation in fall 1973. Another purpose was to train a capable field staff and develop quality methods for gathering the data.

Jerome, Chris, Ed. Home Start Evaluation Study. Case Study Summaries. 1973. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 208 pp. Available through the ERIC System. ED 092 228.

> The fourteen case study summaries included in this booklet are part of "Interim Report III" of the "Home Start Evaluation Study." Each case study was developed after field visits to each of the demonstration programs by case study workers from the evaluation agencies.

Sandler, Howard M.; And Others. The Evaluation of a Home-Based Educational Intervention for Preschoolers and Their Mothers. 1971. George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education. 11 pp. Available through the ERIC System. ED 128 077.

> The purpose of this study was to assess the effects of a 12-week intervention in 6 black and 9 white low income homes in order to modify maternal teaching behavior and influence child functioning. Home visitors worked with the mothers once a week mainly utilizing objects and events in the home for educational purposes.

Office of Child Development (DHEW), Washington, DC. The Home Start Demonstration Program: An Overview. Feb 1973. 46 pp. Available through the ERIC System. ED 077 583.

> Following a discussion of the Home Start program and its evaluation plan, the 16 Office of Child Development-funded Home Start projects in the United States are described. Home start is a 3-year Head Start demonstration program, aimed at the 3-5 years of age range, which focuses on enhancing the quality of children's lives by building upon existing family strengths and emphasizing the role of parents in the growth and development of their children. The program evaluation incorporates three components: the formative evaluation, the summative evaluation, and the information system.

Fellenz, Peter; And Others. National Home Start Evaluation. Interim Report 4: Program Analysis. Feb 1974. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 125 pp. Available through the ERIC System. ED 107 379.

> This report, the fourth in a series of evaluations for Home Start planners, and administrators, presents an analysis of the Home Start program operation during the fall of 1973 and a description of the data base being developed for the forthcoming cost-effects analysis.

Levenstein, Phyllis. Fostering the Mother's Role in the Cognitive Growth of Low Income Preschoolers: A New Family Agency Function. May 1969. Family Service Association of Nassau County, Inc., Mineola, N.Y. 11 pp. Available through the ERIC System. ED 059 789.

> The verbal and cognitive effects of both a Toy Demonstrator and a similar home visitor who abstained from stimulation techniques were studied in the Verbal Interaction Project.

Levenstein, Phyllis. Individual Variation among Preschoolers in a Cognitive Intervention Program in Low Income Families. Dec 1969. Family Service Association of Nassau County, Inc., Mineola, N.Y. 21 pp. Available through the ERIC System. ED 059 787.

> The range of cognitive gains made by low-income preschool children in the home-based Mother-Child Home Program is discussed as to the causes of the wide variability found.

Lombard, Avima. Home instruction Program for Preschool Youngsters (HIPPY) Final Report, 1973. Sep 1973. Hebrew Univ. of Jerusalem (Israel). 138 pp. Microfiche copy available through ERIC System. ED 164 679.

This report presents data concerned with: (1) the feasibility of a home-based instructional program for disadvantaged 4 and 5 year old children in Israel, administered by non-professional aides, and (2) the effectiveness of such a program as reflected in (a) the academic and intellectual gains of children involved, and (b) the spill-over effects to other members of the family and community.

Scott, Ralph. Home Start: How a Home-Based Preschool Program Raised Black Achievements. Aug 1978. 10 pp. Available through the ERIC System. ED 162 760.

This presentation discusses longitudinal results of a home-based program for low SES black and white children whose parents received weekly visits designed to chart children's individualized enrichment when they were from 2 to 5 years of age.

Bertram, Charles L. Social and Educational Characteristics of the Families of Rural Appalachian Preschool Children. Nov 1975. Appalachia Educational Lab., Charleston, W. Va. 117 pp. Available through the ERIC System. ED 127 028.

The general purpose of this study was to gain information from the 1970 U.S. Census on the social and educational characteristics of rural Appalachian families with preschool children so that effective programs could be planned to meet their educational needs. More specifically, the data were needed to determine if Appalachia Educational Laboratory's Home-Oriented Preschool Education Program (HOPE) was a feasible way to meet these needs.

Shively, Joe E.; And Others. Four Field Studies of Appalachian Parents of Young Children. Aug 1975. Appalachia Educational Lab., Charleston, W. Va. 17 pp. Available through the ERIC System. ED 127 027.

This document contains the plans for conducting the field studies of Appalachian parents of young children which are part of the Appalachia Educational Laboratory's Home-Oriented Preschool Education Program (HOPE). HOPE is an integrated approach to education for preschool and kindergarten children being developed by AEL's Marketable Preschool Education Program (MPEP). Information provided here concerns the purpose of the Hope study, a discussion of the methodology used, criteria for site selection, procedures for obtaining data, and a description of the field studies planned, which include a demographic study, a television study, a competency base study of American children (by age 6) and a parents materials study which aims in part to assess the reading level of the parents involved.

Gordon, Ira J. "Reaching the Young Child Through Parent Education." Childhood Educ, 1970: 247-249 pp.

A Parent Education Program is developed in which a paraprofessional person teaches mothers a set of specific activities to enchance the intellectual and personal development of the child.

Levenstein, Phyllis. "Symposium on Parent-Centered Education: 2. Learning Through (and From) Mothers." Childhood Education, 1971: 130-4 pp.

Describes the Mother Child Home Program wherein "Toy Demonstrators" show mothers how to increase daily verbal interaction with their children.

Scott, Ralph; Davis, Arthur, Jr. Preschool Education and Busing: Do We Have Our Priorities Straight? 1979. 7 pp. Available through the ERIC System. ED 183 682.

This report examines the procedures employed in the Home Start Program, which offered prekindergarten readiness enrichment for economically disadvantaged children, ages two through five. The program focused on regular visits to the home by paraprofessional home workers, and took into account parental needs as well as the multifaceted development of all the children in the family.

Gotts, E. E. Early Childhood and Parenting Research Program. Final Report. Dec 1979. Appalachia Educational Lab., Charleston, W. Va. 157 pp. Available through the ERIC System. ED 183 293.

This final report reviews and evaluates the work completed by the Early Childhood and Parenting Research Program between June 1, 1978 and November 30, 1979.

Madden, John; An Others. "Longitudinal IQ Outcomes of the Mother-Child Home Program." Child Development, 1976: 1015-1025 pp.

Low-income families participated in several variations of a home-based intervention program which focused on modeling verbal interaction between mother and child around selected toys and books.

Scott, Ralph. "Research and Early Childhood: The Home Start Project." Child Welfare, 1974: 112-119 pp.

A description of an experiment in early intervention designed to promote learning in deprived children. Postprogram tests shed light on the nature of gains.

Davis, Dan; Kugelmass, Judith. Home Environment: The Impact of the Home Instruction Program for Preschool Youngsters (HIPPY) on the Mother's Role as Educator. An Interim Evaluation. May 1974. Hebrew Univ. of Jerusalem (Israel). 43 pp. Microfiche copy available through ERIC System. ED 164 680.

The Home Instruction Program for Preschool Youngsters (HIPPY) is evaluated in this research report with respect to the effects of home environment. In the present study, the focus of research is on the parents and the family structure.

DeLoria, Dennis; And Others. The National Home Start Evaluation Interim Report II: Summative Evaluation Results. Jul 1973. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 209 pp. Available through the ERIC System. ED 085 398.

Summative evaluation data from nine of the fifteen Home Start sites is presented. The purposes of this pilot summative evaluation were to assess the Fall 1972 measurement battery and field data collection procedures, to identify entering population characteristics so minimum useable sample sizes could be computed for the Fall 1973 data collection and, to determine preliminary relationships between children's performance and different aspects of their home environment.

Bert, Diane K.; Levenson, Joan. A Unique Approach to Programming for the Preschool Child. Aug 1973. 7 pp. Available through the ERIC System. ED 086 354.

This short paper describes the Parent Readiness Education Project (PREP), a successful innovative effort to ameliorate the deficiencies of preschool children by training parents to enrich their home environment and improve interactions with their children through a specific program of daily home activities. PREP identifies 4-year-old children with a high risk of school failure and plans a program of home intervention, using the mother as the change agent.

McNally, Lawrence. Living Room School Project. Final Evaluation Report, 1972-1973. Aug 1973. Nassau County Board of Cooperative Educational Services, Jericho, N.Y. 150 pp. Available through the ERIC System. ED 082 850.

This report is an evaluation of the Living Room School Project, in Nassau County, New York, which stresses the use of home settings for a preschool program that involves children and parents. The project's major objective was to help parents meet their child's needs as parents learn to recognize themselves and their home as educational resources. A television component of the program was developed to create a pilot TV series that demonstrates for parents effective childrearing practices. The program's objectives, weaknesses, and proposed remedial actions are discussed critically.

deDearden, Carmen Diana. "A Library Toy Project in Venezuela." Wilson Library Bulletin, 1979: 112-14 pp.

Describes a six-month experimental library program carried out in Venezuela that sought to develop a home alternative to regular preschool education by providing parents and other adults in the family with the means of teaching children academic and problem-solving skills required by school.

Bertram, Charles L.; And Others. Summative Evaluation of the Appalachia Preschool Education Program. Dec. 1971. Appalachia Educational Lab., Charleston, W. Va. 50 pp. Available through the ERIC System. ED 062 024.

> A report of the findings from the three-year field test of the Appalachia Preschool Education Program (APEP), an early childhood education program, is presented. The report describes the human and fiscal effort required to operate the program and the changes in the performances of children resulting from the use of the program.

Kapfer, Sherry. Report of First National Home Start Conference. May 1972. Office of Child Development (DHEW), Washington, D.C. 60 pp. Available through the ERIC System. ED 067 155.

> The proceedings of the First National Home Start Conference are presented, based on reports of the sessions and activities of the meeting which was aimed at strengthening and supplementing child development in the home. Topics discussed include parent education, toy lending libraries, use of television, contributions of Head Start, early reading, bilingual education, Montessori resources, nutrition and health, Home Start as a force for social change, and staff roles.

Bretz, Rudy. Three Models for Home-Based Instructional Systems Using Television. 1972. Rand Corp., Santa Monica, Calif. 68 pp. Available through the ERIC System. ED 070 319.

> The use of television as a component of instructional programs designed for home-based students was studied. Three on-going programs--Chicago's "TV College:" Bavaria's "Telekólleg", and a Children's Television Workshop series, "Sesame Street"--were chosen for examination. The planning and development states of these three projects are discussed, pointing out the procedures, activities, and elements of each that appear particularly significant to its success.

Appalachia Educational Lab., Charleston, W. Va. The Appalachia Preschool Education Program: A Home-Oriented Approach. Dec. 1970. Appalachia Educational Lab., Charleston, W. Va. 27 pp. Available through the ERIC System. ED 052 865.

> The strategy for attaining the objectives of the Appalachia Preschool Education Program was the development of a child-centered, home-oriented program to be delivered by means of television broadcasts, home visitation, mobile classrooms, and other media. It involved building a curriculum based on behavioral objectives and preparing materials and methods particularly appropriate for 3-, 4-, and 5-year-olds living in rural Appalachia.

Miller, George L. Analysis of Children's Reactions to AEL's Preschool Television Program. Dec. 1970. Appalachia Educational Lab., Charleston, W. Va. 9 pp. Available through the ERIC System. ED 052 841.

(cont'd ED 052 841)

This report describes a technique which can be used to provide both formative and summative evaluation of television programs designed to promote educational development in 3-, 4-, and 5-year-old children. The daily half-hour program evaluated is part of an Appalachia Educational Laboratory project, now in its second year. (Other project components are weekly visits in homes by paraprofessionals, and weekly visits by a mobile classroom.)

Bertram, Charles L.; And Others. Evaluation Report: Early Childhood Education Program, 1969-1970 Field Test. Summary Report. May 1971. Appalachia Educational Lab., Charleston, W. Va. 30 pp. Available through the ERIC System. ED 052 837.

This report is based on data obtained during the second year of a 3-year field test cycle of the Appalachia Educational Laboratory (AEL) Early Childhood Education (ECE) Program. The ECE Program is a home-oriented instructional system designed for 3-, 4-, and 5-year-olds, which is being used on a regional basis for approximately 25,000 children. It consists of a weekly home visit by paraprofessionals to discuss the program with parents and children, and to deliver materials for the parents to use with the children: and group instruction once a week in a mobile classroom.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif. Appalachia Preschool Education Program, Charleston, West Virginia: A Three-Part Preschool Program Combining a Television Program, Paraprofessional Home Visitors, and a Mobile Classroom. Model Programs--Childhood Education. 1970. 17 pp. Microfiche copy available through ERIC System. Paper copy available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 $0.20. ED 045 216.

A breakthrough program to reach rurally isolated children to prepare them for first grade, the Appalachia Preschool Education Program was begun in September, 1968. Four-hundred fifty 3- to 5-year-olds are participating in three treatment groups: (1) children who, in or near their own homes, are shown a daily educational television program, have a weekly session with a home visitor, and a weekly visit to a mobile classroom, (2) children who receive the television program and the home visitor, but do not attend the mobile classroom, and (3) children who receive the television program only.

Kapfer, Sherry. Report of Second Annual Home Start Conference (San Diego, California, June 12-15, 1973). Jun 1973. Office of Child Development (DHEW), Washington, D.C. 82 pp. Available through the ERIC System. ED 082 851.

A report of the second national Home Start Conference, held in Houston in September 1972, is presented. The report is designed to serve Head Start programs around the country which are considering the inclusion of a home based program in their services.

Andersson, Theodore. "Extending Bilingual Education into the Home." Foreign Language Annals, 1975: 304-305 pp.

Bilingual/bicultural education can tap the learning potential of preschool children by extending the school into the home and involving parents, grandparents and siblings. Schools can provide bilingual television programs, educational toys, books and trained supervisors.

Johnson, Dale L.; And Others. Houston Parent-Child Development Center. Final Report. Aug 1976. Houston Univ., Tex. Dept. of Psychology. 197 pp. Available through the ERIC System. ED 135 459.

This final report describes the development and evaluation of a parent education program, the Houston Parent Child Development Center in Houston, Texas. Funded by the Office of Child Development the Houston Model was especially developed to meet the needs of low income Mexican American families with preschool children. Major components of the program consisted of home visits, language development, a Parent Advisory Council, family workshops, community services and an in-center program.

Hahn, Joyce; Dunstan, Virginia. "The Child's Whole World: A Bilingual Preschool That Includes Parent Training in the Home." Young Children, 1975: 281-288 pp.

Describes a home-based parent education component of a bilingual, bicultural preschool program which involves parents in the decision-making process concerning their child's education and has effected a language and cultural exchange between the Anglo and Spanish-speaking communities.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Spanish Dame Bilingual Bicultural Project, San Jose, Calif. Planning the Program with the Home Tutor. Apr 1975. 155 pp. Available through the ERIC System. ED 108 493.

This guide is intended as a basic resource for preschool Spanish/English bilingual home training. It presents an overview of the bilingual project of which it is an outgrowth, and offers quidelines for setting up similar programs.

Hutinger, Patricia L.; And Others. Your House or Ours: Home Visits for Rural Handicapped Infants, Toddlers, and Their Parents. Baby Buggy Book No. 3. June 1978. Western Illinois Univ., Macomb. 43 pp. Available through the ERIC System. ED 180 161.

Six papers focus on aspects of the Macomb (Illinois) 0-3 Regional Project, a rural home based program to assist parents and their handicapped and high risk infants and toddlers.

Hutinger, Patricia L.; And Others. Have Wagon: Will Travel. Sharing Centers for Rural Handicapped Infants, Toddlers, and Their Parents. Baby Buggy Book No. 1. 1977. Western Illinois Univ., Macomb. 153 pp. Available through the ERIC System. ED 180 159.

The first of 16 documents on the Macomb (Illinois) 0-3 Regional Project describes the development and operation of a home based rural child-parent service for families of handicapped and high risk children. Twelve basic concepts for working with environment and expecting physical interaction among the children, are set forth.

Development Associates, Inc., Washington, DC. Child and Family Resource Program (Las Vegas, Nevada). Program Description. Jun 1975. 70 pp. Microfiche copy available through the ERIC System. ED 121 439.

An infant-toddler program of parent training in child growth and development, based primarily in the home, has become the major focus of the Child and Family Resource Program (EFRP) in Las Vegas, Nevada, one of 11 sites in this Head Start affiliated program. A general summary of this site's strengths and weaknesses is offered.

Kessen, William; And Others. Variations in Home-Based Infant Education: Language, Play and Social Development. Final Report. Aug 1975. Yale Univ., New Haven, Conn. 351 pp. Available through the ERIC System. ED 118 233.

This report describes a comparative study of methods of home-based infant and parent education. The study involved 108 children, aged 1 to 2 ½ years, in six groups of 18 each. In three groups a home visitor worked with the children and their mothers using a curriculum which focused on either play, language, or social development. In a fourth group, the home visitor used elements of all three curricula with the mother only.

Apfel, Nancy; Brion, LaRue. Home-Based Educational Curricula for Mothers and Infants. 1974. Yale Univ., New Haven, Conn. 526 pp. Microfiche copy available through the ERIC System. ED 118 227.

This package contains five home-based intervention curricula for families with children between 12 and 30 months of age. Three independent curricula (each emphasizing children's language, play or social development) enlist the mother's aid as observer, teacher and researcher, and promote a three-way interaction among mother, child, and home-visitor.

Schrock, John H. Parent Assisted Learning Strategies: The Development of an Early Intervention Program for Parents and Their Infants. Apr 1975. 375 pp. Available through the ERIC System. ED 121 426.

This report describes the development, implementation and evaluation of a pilot early intervention program for parents and their infants 1 to 36 months old. Parents were trained by paraprofessionals (under the direction of professionals) to increase their psychomotor areas. The pilot project included 90 families with children under three years of age representing a cross-section in race and socioeconomic background of families in the Sacramento City Unified School District.

Yahraes, Herbert. Teaching Mothers Mothering. 1977. National Inst. of Mental Health (DHEW), Rockville, Md. 23 pp. Available through the ERIC System. ED 150 803.

Described is a project in which poor Black and White parents were trained by paraprofessional visitors to use simple stimulation activites with their infants.

Honig, Alice S. The Family Development Research Program: With Emphasis on the Children's Center Curriculum. Jun 1972. Syracuse Univ., N.Y. 37 pp. Available through the ERIC System. ED 135 484.

This paper describes the Family Development Research Program, a program combing quality infant day care services with a home visitation component.

Yurchak, Mary-Jane H.; And Others. Infant-Toddler Curriculum of the Brookline Early Education Project. Nov 1975. Brookline Public Schools, Mass.; MASBO Cooperative Corp., Winchester, Mass. 241 pp. Microfiche copy available through the ERIC System. Paper copy available from Brookline Early Education Project, 287 Kent Street, Brookline, Mass. 02146 ($7.50). ED 135 475.

The purpose of this guide is to present some of the tools used by the teachers of the Brookline Early Education Project in preparing teaching sessions with parents. The material is used during the Infant-Toddler phase of theBEEP program.

McKee, Nancy; Bartnick, Diana. Sharing Centers: An Overview of the Component and Curriculum Developed by the Macomb 0-3 Regional Project. Baby Buggy Paper No. 122. The Sharing Center Kit Concept. Baby Buggy Paper No. 123. Mar 1979. Western Illinois Univ., Macomb. 9 pp. Available through the ERIC System. ED 180 164.

The booklet discusses the concepts of sharing centers and sharing center kits in the Macomb (Illinois) 0-3 Regional Project, a rural home based program to serve rural handicapped and high risk infants and toddlers. Sharing center kits (collections of gross motor, fine motor, cognitive, sensory, and language materials) are described.

Levenstein, Phyllis. Mothers as Early Cognitive Trainers: Guiding Low-Income Mothers to Work with Their Pre-Preschoolers. Apr 1971. Family Service Association of Nassau County, Inc., Mineola, NY. 25 pp. Available through the ERIC System. ED 059 786.

The Mother-Child Home Program was planned as a home-based, two-year cognitive intervention method. Women with varied incomes and education, both volunteer and paid, made 30-minute home visits twice weekly to help mothers become cognitive trainers of their own toddlers (starting at age two).

Dall Armi, Lorenzo. Infant Development Through Enriching Activities at Home. Project I.D.E.A. Final Project Report. Jun 1973. Santa Barbara County Schools, Calif. 122 pp. Available through the ERIC System. ED 101 851.

This final report contains narrative information and statistical data on the 3-year Infant Development through Enriching Activities (IDEA) program. The Project was designed to increase the potential for academic success of high-risk, low-income children by promoting motor, social and language development through home intervention.

Gordon, Ira J.; Guinagh, Barry J. A Home Learning Center Approach to Early Stimulation. Final Report. Nov 1974. Florida Univ., Gainesville. Inst. for Development of Human Resources. 129 pp. Available through the ERIC System. ED 115 388.

The Home Learning Center (HLC) Project, a combination of research and demonstration containing phases of basic research, material development and field testing of materials and delivery system, began in 1968 as a longitudinal investigation of a home-oriented approach to intervention in the lives of very young children which might enhance their ability to function in life.

Lambie, Dolores Z.; And Others. Home Teaching with Mothers and Infants. 1974. High/Scope Educational Research Foundation, Ypsilanti, Mich. 129 pp. Paper copy available from High/Scope Educational Research Foundation, 125 North Huron Street, Ypsilanti, Mich. 48197 (Paper, $4.50). ED 113 030.

This booklet describes and evaluates an experimental home teaching program based on Piagetian developmental theory. The project was designed to stimulate infants' cognitive development and help mothers become more effective teachers of their children.

Forrester, Bettye J. The Intervention Study with Mothers and Infants. Sep 1971. George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education. 9 pp. Available through the ERIC System. ED 063 030.

An intervention study with mothers and infants is discussed. The project staff consisted of two home visitors, a materials specialist, and infant examiner, and a project coordinator. This study assessed the effectiveness of the program for mothers and infants.

McKee, Nancy; And Others. Development of General Awareness of the Importance of Early Intervention. Baby Buggy Paper No. 172. Jun 1978. Western Illinois Univ., Macomb. 25 pp. Available through the ERIC System. ED 180 172.

Five papers cover various aspects of the Macomb (Illinois) 0-3 Regional Project, a home based program for rural handicapped and high risk infants and toddlers.

Eilers, Ulinda; And Others. Working Together to Serve Language-Delayed Children. Baby Buggy Paper No. 401. Jul 1977. Western Illinois Univ., Macomb. 16 pp. Available through the ERIC System. ED 180 174.

Language development is the topic of three papers from the Macomb (Illinois) 0-3 Regional Project, a home based program for rural handicapped and high risk infants and toddlers.

Program Descriptions: Combination

(combination of previous categories of program descriptions)

Morehead State Univ., Ky. Appalachian Adult Education Center. Appalachian Right to Read Community Based Centers. Aug 1973. 52 pp. Available through the ERIC System. ED 086 892.

> This report presents objectives, activities, and results of the three Appalachian Right to Read Community Based Centers from May, 1972 to August, 1973. The primary function of the Centers has been to demonstrate direct home instruction, by paraprofessionals, of individually prescribed reading instruction to isolated rural Appalachian adults and their families.

Weikart, David P. Parent Involvement: Process and Results of the High/Scope Foundation's Projects. Apr 1975. 12 pp. Available through the ERIC System. ED 113 041.

> This paper reviews the concept of parent involvement in preschool intervention programs and presents experimental data relevant to the effectiveness of several preschool and home-based teaching programs for economically disadvantaged children.

Gray, Susan W.; Ruttle, Kristi. The Family-Oriented Home Visiting Program: A Longitudinal Study. 1976. 27 pp. Available through the ERIC System. ED 164 083.

> Fifty-one low-income families, each with a toddler, plus at least one other child under age 5, participated in a 5-year home-based intervention study designed to help mothers become more effective educational change agents.

Banta, Trudy W.; And Others. Evaluation of the Child Health and Development Project of the Tennessee Department of Public Health, East Tennessee Regional Office. Mar 1979. Tennessee Univ., Knoxville. Bureau of Educational Research and Service. 219 pp. Available through the ERIC System. ED 167 294.

> This paper describes an evaluation of the Child Health and Development Project (CHDP), a home-based early intervention program designed to promote parenting skills and to foster the physical, social, and intellectual development of children from birth through 6 years. Multidisciplinary teams consisting of a minimum of one nurse, social worker, home educator, and secretary per site provided individualized early education activities, developmental screening, in-home counseling for social services, referrals, nutrition counseling and parent education to project families on a weekly or biweekly basis.

Butte Vocational-Technical Center, Montana. 309b Adult Education Act Replication Guide. 1973. 96 pp. Available through the ERIC System. ED 109 493.

> The replication guide for the construction and implementation of an adult basic education (ABE) program is based on three Federally funded, Butte, Montana demonstration projects: Project Homebound, The Experiment at Butte, and Project Prepare. The guide provides specific advice and recommendations on: staff selection, workshops, student recruitment, class organization and instruction, inservice training, advisory committees, materials instructional design, recordkeeping, and evaluation.

Zalk, Linda. Community-Involved Pre-School, Developmental Program. Apr 1977. 6 pp. Available through the ERIC System. ED 140 574.

Described is a home- and center-based preschool program for handicapped children. A toy education library system and an activity centered learning program are reported to focus on individualized programing and parent involvement.

Gruskin, Susan. The NIE Home-Based Early Education Program. Jun 1972. National Inst. of Education (DHEW), Washington, DC. 17 pp. Available through the ERIC System. ED 088 585.

The initial plans for the National Institute of Education (NIE) program in early childhood education are described. The first part of the document contains a discussion of the relationship between planned NIE programs and existing early childhood federal programs. In the second part of the document, there is a description of rationales and tentative activities for each area of emphasis in the NIE program.

Fenster, Suzanne. "Parents and Children Discover Group Play." Children Today, 1974: 2-6 pp.

This article describes two components of "Project: Child-Family Educators," a community-based child development training program designed for community paraprofessionals, a preschool play group experience for children in the community, and a parent education program.

Frost, Joe L. "At Risk." Childhood Education, 1975: 298-304 pp.

A comprehensive overview of significant research on intervention programs for high risk infants and young children.

Gordon, Ira J. The Florida Parent Education Early Intervention Projects: A Longitudinal Look. Jan 1975. ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; Florida Univ., Gainesville. Coll. of Education. 36 pp. Available through the ERIC System. ED 100 492.

This article presents a longitudinal analysis of the Florida Parent Education Programs which were designed to provide intervention services to socioeconomically disadvantaged parents of young children through home visits by paraprofessional personnel. The programs include the: (1) Parent Education Project (PEP); (2) Early Child Stimulation through Parent Education Project; (3) Home Learning Center Project; (4) Instructional Strategies in Infant Stimulation Project; and (5) Project Follow Through.

Gilmer, Barbara R.; And Others. Intervention with Mothers and Young Children: A Study of Intrafamily Effects. Dec 1970. George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education. 63 pp. Available through the ERIC System. ED 050 809.

This study compares three methods of intervention conducted over 2 ½ years to promote cognitive development and competency of disadvantaged young children. Subjects were about 80 black mother-child-younger sibling traids, divided into three groups (and matched with comparison groups): (1) Maximum Impact, a training program for the target child (3 to 4 years of age) at a center 5 days a week, and for the mother at a center once a week; (2) Curriculum, which gave the older children a classroom program like that of the first group but offered no program for mother or siblings; and (3) Home Visitor, in which the family had no direct contact with the center but received 1-hour home visits once a week from a teacher who showed the mother how to instruct her children.

Shively, Joe E.; And Others. A Television Survey of Appalachian Parents of Preschool Children. Jan 1975. Appalachia Educational Lab., Charleston, W. Va. 40 pp. Available through the ERIC System. ED 127 024.

A total of 699 Appalachian families with preschool children were surveyed to gather information on the availability and use of television, radio and telephone in their homes. The survey was designed to assess the practicality of using television as one of the components of the Marketable Preschool Education (MPE) Program, an extension of the Appalachia Educational Laboratory's Home-Oriented Preschool Education (HOPE) Program.

Dusewicz, Russell A.; Coller, Alan R. An Evaluation of the Kentucky-Picture Pages Program. Technical Report and Appendix. Jan 1978. Research for Better Schools, Inc., Philadelphia, Pa. 442 pp. Available through the ERIC System. ED 151 081.

This study used two evaluation approaches to assess the effectiveness of Picturepages, a preschool readiness program televised daily in Kentucky. In this program, children actively follow along with the TV show using multi-colored Picturepages booklets distributed to their homes weekly in advance of the broadcast.

Heinz, Rebecca S. Practical Methods of Parent Involvement. Nov 1979. 14 pp. Microfiche copy available through the ERIC System. ED 188 776.

This paper reviews literature focusing on the effects of parent involvement in early childhood education. Background material for teacher workshops is included.

Karnes, Merle B.; Franke, Barbara. Family Involvement. Nov 1978. Illinois Univ., Urbana. Inst. for Child Behavior and Development. 89 pp. Available through the ERIC System. ED 162 757.

The principles and procedural guidelines of the "Precise Early Education for Children with Handicaps" (PEECH) family involvement program are described in this training manual for teachers and parents of preschool handicapped children. Also included are sample newsletters, a resource bibliography for parents and staff, a list of books for parents on activities and ideas for play, a list of books for children, a list of cassette tape topics about children for parents, instructions on tape script writing, a list of teaching methods for presenting lessons, and samples of procedures and forms that can be used for planning and documenting contacts and obtaining feedback on the effectiveness and usefulness of the activities in which family members have been involved.

Honig, Alice S. Parent Involvement in Early Childhood Education. 1975. National Association for the Education of Young Children, Washington, DC. 102 pp. Paper copy available from National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009 (Paper, $3.00 plus $0.30 postage).

This document examines existing program models and methods aimed at promoting parental involvement in early child development and education. Included are discussions of issues, research evidence and evaluation techniques pertaining to parent involvement. Descriptions of specific programs show how involvement can be developed through such channels as home visitation, parent group meetings, group care arrangements, community resources, and television programming.

Shively, Joe E.; Hatfield, Barbara E. "Perceptions of Paraprofessionals in Home Intervention." Southern Journal of Educational Research, Spr 1979: 107-18 pp.

A study was conducted employing mail questionnaires, telephone surveys, and in-depth interviews to determine the role perception of paraprofessionals engaged in home intervention programs for preschool children and the impact of role perception on successful home visitation programs.

Levenstein, Phyllis. Ethical Considerations in Home-Based Programs. Apr 1979. Family Service Association of Nassau County, Inc., Mineola, N.Y.; State Univ. of New York, Stony Brook. 16 pp. Available through the ERIC System. ED 181 997.

This paper provides a checklist of 10 potential ethical problems associated with intervention in families through home-based programs.

Tregaskis, George K.; And Others. Learning Experiences at Home: Reinforcement for the Early School Program. 1974. New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development. 77 pp. Available through the ERIC System. ED 105 995.

This teacher guide describes a parent education course designed to develop the skills of preschool and elementary school children by introducing parents to a number of learning activities suitable for implementation at home. The guide contains a series of seven lesson plans.

Murrah, Pauline. Leader's Handbook for a Nutrition and Food Course. Parent Education in Nutrition and Food: A Series of Ten Lessons for Parents. 1967. Child Development Services Bureau (DHEW/OCD), Washington, DC Project Head Start. 65 pp. Available through the ERIC System. ED 121 460.

This booklet presents a 10-lesson curriculum guide for teaching mothers of Head Start children to plan, purchase, prepare, and serve food more efficiently and economically.

Yawkey, Thomas Daniels; Silvern, Steven B. Parent and Teacher Strategies for Working Together. Apr 1976. 17 pp. Available through the ERIC System. ED 124 293.

This paper presents basic principles of parent-teacher cooperation in both home-based and school-based programs. The second half of the paper lists specific strategies for parents and teachers working together. A section on home-based interaction includes suggestions to teachers about observation and communication. For school-based programs, ten basic principles are listed that deal with establishing a successful parent volunteer program.

Smith, Linda L.; And Others. Behavioral Prescription Guide. Manual IIc: Social, Parent/Child Home Stimulation 'The Marshalltown Project.' 1973. Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education. 203 pp. Available through the ERIC System. ED 079 920.

Presented is the Marshalltown Behavioral Prescription Guide for social development which consists of incremental behavioral objectives and strategies to aid parents in the prescriptive teaching of handicapped and culturally deprived infants and preschool children. The guide is intended for use prior to a weekly home visit, which results in a weekly prescription left with the parents.

Roecker, Vicky L.; And Others. Behavioral Prescription Guide. Manual IIa: Communication. Parent/Child Home Stimulation 'The Marshalltown Project.' 1973. Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education. 176 pp. Available through the ERIC System. ED 079 918.

Presented is the Marshalltown Behavioral Prescription Guide for communication which consists of incremental behavioral objectives and strategies to aid parents in the prescriptive teaching of preschool handicapped and culturally deprived infants and children. Sample prescription forms are included. The following are examples of profile items: produces vowel sounds, responds to "no" by stopping activity, consistent use of three or more words, combines words into simple sentences.

Donahue, Michael J.; And Others. Behavioral Development Profile. Manual I. Parent/Child Home Stimulation 'The Marshalltown Project.' 1973. Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education. 35 pp. Available through the ERIC System. ED 079 917.

Described is the Marshalltown Behavioral Development Profile, developed for handicapped and culturally deprived children in the 0-6 year range, and designed to facilitate individualized prescriptive teaching of preschool children within the home setting. The profile check list is arranged under three categories of behavior: communication, motor, and social.

App, Anne, Comp. Bibliography: Home-Based Child Development Program Resources. Mar 1973. Office of Child Development (DHEW), Washington, D.C. 29 pp. Available through the ERIC System. ED 078 925.

Entries in this annotated bibliography are available resource materials to assist in all phases of planning and carrying out a home-based child development program emphasizing parent involvement. Most entries are abstrated.

Unger, Dorothy M. "It's Never Too Early: Developing Language Skills in the Young Child." Teaching Exceptional Children, 1976: 126-7.

Described is a language development technique designed for parents working with their young exceptional children at home.

Levenstein, Phyllis. Toy Demonstrator's "VISIT" Handbook. 1969. Family Service Association of Nassau County, Inc., Mineola, N.Y. 10 pp. Available through the ERIC System. ED 059 788.

The role of the toy demonstrator in a home-based, mother-involved intervention effort (Verbal Interaction Project) is presented in this handbook for staff members. It is believed that the prerequisites for functioning in the toy demonstrator's role are a sense of responsibility, patience with the children and their mothers, and willingness to be taught. The toy demonstrator's duties consist of twice-weekly home visits to introduce and stimulate verablly oriented play between mother-child pairs using project toys and books.

Smethurst, Wood. Teaching Young Children to Read at Home. 1975. 224 pp. Available from McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 ($7.95 cloth).

This book has been written to help parents, or any other non-professional reading teachers, teach preschoolers about reading. Part one discusses the psychological, philosophical, and historical aspects of home teaching. Part two presents the practical aspects of home teaching, specifically the things a parent can do to prepare a child to read and a step-by-step program which may be followed in teaching the beginning reading skills.

Seay, Shirley H.; Brown, Brenda. Home Learning Activities Designed to Provide Educational Experiences for Children and Parents. Part 1. 1975. Richmond Public Schools, Va. 200 pp.
Available from Mrs. Virgie Binford, Director, Follow Through, Richmond Public Schools, 301 N. 9th Street, Richmond, Virginia 23219 ($2.00).

This manual, Part 1 of a two-volume series, is a compilation of instructional tasks designed to be used in the home by parents with their children. This manual contains home learning activities involving animals, alphabet games, art, discrimination, special and current events, foods and nutrition, health, holidays, self-concept, money, and number games.

Peterson, B.; Webber, A. Mountain Plains Learning Experience Guide: Parent Involvement. Course: The Preschool Child. Mar 1975. Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont. 66 pp. Available through the ERIC System. ED 197 181.

One of five individualized courses included in a parent involvement curriculum, this course includes the following areas: developmental characteristics of the preschool child and influences on this development, technique for teaching the preschool child and guiding him/her to the fullest potential, and ways of idenifying and controlling behavior problems in the preschool child.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Spanish Dame Bilingual Bicultural Project, San Jose, Calif. The Daily Curriculum Guide, Year 1: A Preschool Program for the Spanish-Speaking Child. 1974. 1,423 pp. Available through the ERIC System. ED 108 507.

This curriculum guide is designed for use by paraprofessionals (or home tutors) with preschool Mexican-American children in a home setting. This set consists of three volumes covering one year's instuctuon, with each volume covering ten weeks. Specific lesson plans in Spanish and English are provided for each day.

Micotti, Toni: And Others. Daily Curriculum Supplement. A Preschool Program for the Spanish-Speaking Child. Oct 1974. Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Spanish Dame Bilingual Bicultural Project, San Jose, Calif. 266 pp. Available through the ERIC System. ED 108 501.

This guide is designed to accompany the Daily Curriculum Guide, a program for paraprofessionals (or home tutors) working with preschool Mexican-American children in a home setting. The supplement contains: class preparation instructions; a chart of materials needed for each day; stories , songs, rhymes, poems, finger plays, and other games; ditto patterns; and flannel patterns. The guide is tab-indexed for easy use.

Nagel, Charles. Parent Involvement in Preschool Education: Project I.D.E.A. at Home. 1972. Santa Barbara County Schools, Calif. 132 pp. Available through the ERIC System. ED 125 767.

This workbook was designed to help parents of preschool children take an active role in the education and guidance of their children, particularly in the area of language and vocabulary, social devlopment, and movement. Included are all the sections from the book "Discovering How Children Learn" in addition to parent and child inventories, guidelines for working with children, forms for progress reports, and educational articles. Appendices include a discussion of mothers, an explanation of the development of speech, ideas on creating learning situations, a list of recommended reading for parents, and a glossary.

Waltrip, Jean B. Skills Inventory for Parents (SIP). Manual. Dec 1978. Child Development Resources, Williamsburg, Va. 72 pp. Microfiche copy available through ERIC System. Paper copy available from Child Development Resources, P.O. Box 299, Lightfoot, VA 23090 ($3.50). ED 192 485.

The checklist and manual are designed to measure changes in parental skills as a result of both group and individualized programing in a home based prescriptive infant program.

Garland, Corinne W. Skills Inventory for Teachers (SIFT). Dec 1978. Child Development Resources, Williamsburg, Va. 56 pp. Microfiche copy available through ERIC System. Paper copy available from Child Development Resources, P.O. Box 299, Lightfoot, VA 23090 ($3.25). ED 192 484.

The guide lists behaviors and skills needed by persons who work as teachers with very young handicapped children and their families.

Roggman, Lori; And Others. Home Start Curriculum Guide. 1976. Millville Home Start Training Center, Logan, Utah. 165 pp. Available through the ERIC System. ED 188 737.

This curriculum guide contains monthly work plans and weekly activity units for a Home Start Program. Emphasis is placed on the importance of the home, the family unit, and the education and development of young children by their own parents. An appendix includes information, directions, or materials for things to make or do, art ideas, recipes, poems, fingerplays, songs, rhymes, stories, and flannel board characters.

Ferguson-Florissant School District, Ferguson, Mo. Parent' Home Activity Guides. Saturday School: A School and Home Learning Program for Four Year Olds. 1974. 80 pp. Available through the ERIC System. ED 101 835.

This handbook contains 35 brief activity guides designed to be used by parents at home with their 4-year-old children in conjunction with the Saturday School Program. The aim of the Home Phase of the program is to provide learning experiences in two ways: (1) through Home Teaching Visits involving the Saturday School teacher, neighborhood children and parents; and (2) through the introduction, by parents, of learning experiences into their child's daily schedule. Expectations and guidelines for the parents' participation in the program are given.

Krajicek, Marilyn: And Others. Stimulation Activities Guide for Children from Birth to 5 Years. 1973. Colorado Univ., Denver. Medical Center. 32 pp. Available from The JFK Child Development Center, University of Colorado Medical Center, 4200 E. Ninth Avenue, Denver, Colorado 80220 (no price quoted).

This short guide offers simple, inexpensive activities which parents can use to help their children with motor and cognitive development. The activities are keyed to certain age levels: months 0-6, 6-12, 12-18, 18-24, and years 2-3, 3-4, 4-5. For each age level there is (1) a brief introduction which describes the capacities of the child at that age; and (2) a list of activities combined with list of objects or stimulation used in the activities.

Nevius, John R.; Filgo, Dorothy J. Home Start Education: A Guideline for Content Areas. 1977. 23 pp. Available through the ERIC System. ED 147 013.

This guide was designed for use in home education programs aimed at helping both children and parents improve their self-confidence, as a preliminary step toward helping children succeed at school. Specific behavioral goals for the parent trainer, the parent, and the child are presented in five areas: (1) relationship to self, (2) relationship to adults (in the case of children) or relationship to children (in the case of adults), (3) relationship to peers, (4) relationship to materials and ideas, and (5) relationship to a group.

Cadman, Lois A.; And Others. Teachers Handbook: A Handbook for a Pre-School Home Intervention Program. 1977. Education Service Center Region 9, Wichita Falls, Tex. 128 pp. Document Not Available from EDRS. Paper copy available from Education Support Services, 3014 Old Seymour Road, Wichita Falls, Texas 76309 ($2.00). ED 149 856.

This handbook describes the organization and implementation of a home based program for handicapped preschool children. The handbook is designed for use by teachers working with parents and is based on an exemplary program called Project PEECH (Program for Early Education of Children with Handicaps).

Cohen, Davene. CAPIT Toy Catalog. Jul 1975. Northwest Regional Educational Lab., Portland, Oreg. 48 pp. Microfiche copy available through ERIC System. Paper copy available from Office of Dissemination and Installation Services, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Lindsay Bldg., Portland, Oregon 97204 (Paper, $2.95). ED 115 382.

This catalog, a product of the CAPIT program (Children and Parents Involved Together), is designed to familiarize parents with durable, aesthetically appealing toys, games, tools, and materials which are readily available and have potential educational value. For each of the 33 items displayed in the catalog, information is presented about the contents, approximate age level for which the item is most appropriate, and skills the item can assist in developing.

Gotts, Edward E., Ed. Home Visitor's Notebook. Aug 1977. Appalachia Educational Lab., Charleston, W. Va. 29[illegible] pp.
Available from Human Sciences Press, 72 Fifth Avenue, New York, New York 10011 (Paper, $14.95; complete set of three books in "Home Visitor's Kit," $19.95).

This training manual for home visitor trainers and trainees was developed for use in home-based preschool programs. The notebook is part of a learning package which instructs prospective family workers, family worker trainers, and parents in the entry level skills, knowledge, and orientations needed to provide children from birth through 8 years of age with school oriented learning skills. (The training kit consists of 3 booklets: (1) the Home Visitor Trainer's Notebook; (2) the Parent's Notebook; and (3) the Home Visitor's Resource Materials).

Nauta, Marrit J. National Home Start Evaluation: Field Procedures Manual. 1975. Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich. 90 pp. Available through the ERIC System. ED 161 544.

This field procedures manual for community interviewers and site coordinators, one of a series of documents on the evaluation of the National Home Start program (NHS), describes specific testing procedures for collecting family data. A federally funded demonstration program, NHS is aimed at providing home-based services (such as health, education, nutrition, psychological/social services) to families with preschool children.

Forrester, Bettye J.; And Others. Materials for Infant Development. 1971. George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education. 88 pp. Available through the ERIC System. ED 129 400.

This manual, which discusses materials that promote infant growth and development, is part of an approach to working with low-income mothers and infants in their homes to increase the educability of the infants.

Southwest Educational Development Lab., Austin, Tex. How to Fill Your Toy Shelves Without Emptying Your Pocketbook: 70 Inexpensive Things to Do or Make. 1976. 61 pp. Paper copy available from Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($3.95, publication number 130).

Designed for parents and teachers, the manual contains suggestions for approximately 70 inexpensively constructed games, activites, and manipulative materials for use with handicapped and non-handicapped young children. Suggested are procedures for conducting materials workshops for parents and teachers.

Hilton, Vicky E., Comp. Pandora's Box: Creative Play Ideas. Jan 1974. Regional Education Service Agency, Region 8, Martinsburg, W. Va. 168 pp. Available through the ERIC System. ED 120 994.

Developed as part of a federally funded project for young handicapped and non handicapped children, the handbook contains suggestions for parents and teachers about creative use of materials found in the home. Provided are illustrations, lists of materials needed, explanations of purpose, and procedures for construction.

Hilton, Vicky E., Comp. At Home Instructional Units. 1974. Regional Education Service Agency, Region 8, Martinsburg, W. Va. 171 pp. Available through the ERIC System. ED 120 993.

Based on a federally funded project involving 80 children (1-4 years old) with a variety of intellectual, social, emotional, and/or physical handicaps, the manual contains 12 units for home instruction of young handicapped and non handicapped children. Included are listings of overall objectives and suggested activities to promote language, gross and fine motor, cognitive, self-help and social skills.

Marvelle, John D., Comp.; And Others. Impact Parent Program Workshop Leader's Manual. 1978. Project Impact, Norton, Mass. 271 pp. Available through the ERIC System. ED 184 691.

This program manual provides a series of eight two-hour sessions designed to further parent's abilities to teach and communicate with their young children and to build supportive family school relationships.

Hutinger, Patricia L.; And Others. Toy Workshops for Parents: Bridging a Gap. Baby Buggy Paper No. 201. 1978. Western Illinois Univ., Macomb. 18 pp. Available through the ERIC System. ED 180 173.

Three papers describe parent and staff resources from the Macomb (Illinois) 0-3 Regional Project, a home based program for rural handicapped and high risk infants and toddlers. The development of toy workshops to help parents construct materials for their children is described. Two bibliographies are presented.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill. Family/School Relationships: An ERIC Abstract Bibliography. Nov 1978. 38 pp. Available through the ERIC System. ED 162 718.

This abstract bibliography cites recent ERIC documents and journal articles focusing on various aspects of family/school relationships. Entries have been grouped into five sections: Family/School/Community Relationships; Parents and Teachers; School/Home Learning; Parents/School Supporting Services and General.

Maethner, Judith A. A Guide to Establishing and Directing a Family Oriented Structured Preschool Activity. Sep 1974. Saint Cloud Independent School District 742, Minn. Microfiche copy available through the ERIC System. ED 104 306.

This is the teacher's manual of the Family Oriented Structured Preschool Activity, a Title III Elementary and Secondary Education Act Developer/Demonstration Project in Saint Cloud, Minnesota. The program attempts to mold the expertise of the parent with the expertise of the professional educator in order to enhance the child's development. It is an alternative form of preschool education which is designed to increase competencies and self confidence in both parents and children. The preschool program involves parents and children working together in a preschool center and at home.

Duval County School Board, Jacksonville, Fla. How Can I Help My Child: An Answer for Parents of Young Children. Nov 1974. 54 pp. Available through the ERIC System. ED 115 013.

Provided are suggestions and activities to be used by parents in working with their preschool children. Ten suggestions deal with questions such as how much time should be spent, how to praise the child, and what to do if the child misuses the materials. Specific instructions are given for 15 activities such as puppets, puzzles, teaching songs, and playing matching games.

Snider, Marie. Home-Oriented Preschool Education: Materials Preparation Guide. 1972. Appalachia Educational Lab., Charleston, W. Va. 178 pp. Available through the ERIC System. ED 082 849.

This materials preparation guide is one of seven publications designed to implement the Home-Oriented Preschool Education (HOPE) program which uses televised, mobile classroom, and parent instruction to educated 3-, 4-, and 5-year-olds. Materials planned and produced are: (1) televised lessons, (2) instructional guides for the mobile classroom teacher and aide, (3) suggested activities for home visitors, (4) weekly parent guides, (5) materials for children to use at home, and (6) feedback and evaluation instruments.

Swick, Kevin J. Ideas for Parent-Teacher Made Home Learning Kits. 1972. Southern Illinois Univ., Carbondale. 5 pp. Available through the ERIC System. ED 086 316.

In the hope of extending school learning experiences into the home environment, this paper proposes that parents and teachers should combine their efforts to develop home learning kits.

Gotts, Edward E., Ed. Home Visitor's Resource Materials. Aug 1977. Appalachia Educational Lab., Charleston, W. Va. 240 pp.
Available from Human Sciences Press, 72 Fifth Avenue, New York, New York 10011 (Paper, $5.95; complete set of three books in "Home Visitor's Kit," $19.95).

This resource booklet for home visitors was developed for use in home-based preschool programs and is part of a learning package which instructs prospective family workers, family worker trainers, and parents in the entry level skills, knowledge, and orientations needed to provide children from birth through 8 years of age with school oriented learning skills. (The training kit consists of 3 booklets: (1) the Home Visitor Trainer's Notebook; (2) the Parent's Notebook; and (3) the Home Visitor's Resource Materials).

Seay, Shirley H.; Brown, Brenda. Home Learning Activities Designed to Provide Educational Experiences for Children and Parents. Part 2. (1975). Richmond Public Schools, Va. 206 pp.

Available from Mrs. Virgie Binford, Director, Follow Through, Richmond Public Schools, 301 N. 9th Street, Richmond, Virginia 23219 ($2.00).

This manual, Part 2 of a two-volume series, is a compilation of instructional tasks designed to be used in the home by parents with their children. These home learning activities are one component of the Florida Model of Follow Through Programs. Each instructional task is designed for use in the home by a Parent Educator (P.E.) who has already worked with the child with the child and the child's classroom teacher.

Stoneburner, Robert L.; Dowdy, Lynne R. Pots and Pans: Activities for Parent and Child. Revised. June 1979. Illinois State Board of Education, Springfield. 41 pp. Available through the ERIC System. ED 185 728.

The booklet presents developmental and basic skills learning activities for parents to use at home with their handicapped preschool children to better prepare the children for school related experiences. Under each activity are provided a statement of what the activity seeks to accomplish, a list of materials necessary for the activity, suggested methods to be used in carrying out the activity, and suggested ways in which the activity can be enriched and extended.

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